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ABSTRACT

The effectiveness of the Management Review and Analysis Program (MRAP) of the Association of Research Libraries, an "assisted self study" involving administrators, librarians, and staff in an internal study of management procedures and practices, was evaluated in 1976/77 by research measuring its impact on 22 participating academic and research libraries. The goals of MRAP were identified and evaluated according to behavioral, attitudinal, and organizational changes in the climate, performance, and effectiveness of each library and its management determined as resulting from their involvement in the MRAP process. Methodology included the following procedures: (1) questionnaires were sent to 92 individuals from 10 libraries; (2) 54 "key informants" were interviewed in-depth; (3) a "goals-Delphi" procedure compared goal statements for a management self-review process made by 40 MRAP participants and 40 non-MRAP participants; (4) 11 library directors answered a questionnaire to assess the effect of "authoritarianism" on the process; and (5) three libraries re-administered an "organizational profile" and the results before and after the MRAP experience were compared. Results indicated difficulties before, during, and following MRAP. These included the time element, complexity of the program, methods of implementation, selection of study teams, and the role of management. Data tables, questionnaires, and other related materials are appended to the report. (Author/JD)

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AN ASSESSMENT OF THE IMPACT OF THE MANAGEMENT REVIEW AND ANALYSIS PROGRAM (MRAP)*

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Forward

In order to assess the impact of MRAP on participating libraries, a research grant was obtained from the Council on Library Resources, the foundation which has provided the financial support for ARL's Office of University Libraries Management Studies. The Co-Principal Investigators, both from the Pennsylvania State University, were Edward R. Johnson, Assistant Dean of Libraries and Stuart H. Mann, Professor of Operations Research. They were assisted by Carol Whiting, Graduate Assistant. (Mr. Johnson was chairperson of the MRAP Study Team at Penn State in 1974/75.) This report contains the results of that CLR-supported study.

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I. Introduction and Objectives of the Evaluation

The Management Review and Analysis Program (MRAP) of the Association of Research Libraries has been well-publicized in the library literature (Webster, 1974, The Southeastern Librarian, 1974; Webster and Gardner, 1975; Stevens, 1975; Buckland, 1976) and this report will not delve into its origins or its methods in any detail. Instead, MRAP will be considered as a management tool applied to those large organizations known as research libraries. The Office of University Library Management Studies (or the OMS as it is usually known) of the Association of Research Libraries developed MRAP as a program of "assisted self study" involving the library staff extensively in studying management procedures and practices. The MRAP is essentially an internal review of management practices in the areas of budgeting, policies, planning, goals and objectives, communication, personnel, organization, leadership and supervision, staff development, and general management guided by a representative Study Team.

In general, MRAP is aimed at influencing "the management decision-making processes of the library, fully leading toward an open, candid and constructive organization" (Webster, 1974). Self-assessment or internal review is not unique to organizations and has been done by a number of academic libraries; foremost among them McGill University, the University of Michigan, and Columbia University. What is unique about MRAP is that it makes available the resources and the expertise of the Office of University Libraries Management Studies and provides participants with the example and the assistance of other participants, past and present.

At the time this study was begun, twenty-two university and research libraries had participated in MRAP, all, presumably, with different goals but with the same mission of increasing their effectiveness. Since the Management Review and Analysis Program is relatively new, no systematic attempt had been made to evaluate its impact on the individual participants. Because nearly one-fifth of the member libraries of the Association of Research Libraries had participated in the program it seemed appropriate to develop a study to assess the significance of MRAP. One question to be answered was: "What has been the impact of the Management Review and Analysis Program on the libraries involved?" Another question was: "Is the MRAP an effective tool in improving the management of an academic or research library?" The objectives of this evaluation were to (1) assess the changes in attitudes and behavior of individuals in the organizations due to MRAP; (2) assess the organizational changes made because of MRAP; (3) develop both a set of institutional goals that could be used in future evaluation studies and the methodology for developing a new set of goals should a new set be desired.

In designing a study to assess the impact of MRAP, several problems were encountered. The major difficulty in evaluating MRAP was that few clearly stated and agreed upon sets of institutional goals or criteria for judging their achievement had been established. Some program goals had been identified and discussed with individual university librarians but they were usually phrased in quite broad terms. Thus, establishing criteria for the evaluation of these goals was difficult. Another problem was that an evaluation process was not built into the MRAP program from the beginning so the researchers had to cope with the traditional problems of looking at a program already well-established. Also, it is increasingly clear that

implementation is a key factor in MRAP and it presented some unique problems for evaluation. These concepts of assessment relate directly to the techniques and concepts of organization development and evaluation research.

As any librarian who reads the literature on management can attest, there has been considerable interest during the last decade or so in the concept of organization development. Organization development, or OD as it is more commonly called, has been defined as "a philosophy of and technology for producing organizational change" (Kimberly and Nielsen, 1975). OD, simply described, uses techniques borrowed from the behavioral sciences to improve the management, the morale, the decision-making processes, and the effectiveness of an organization. By emphasizing interpersonal dynamics and group problem-solving methods, OD focuses on implementing "planned change" such as the achieving of goals, implementing new methods, and improving organization climate. OD has been used in education, business, government, unions, and many other kinds of organizations (French and Bell, 1973) and its proponents argue that it can have a significant impact on organizational change.

Although organization development has been widely used, interest in measuring or assessing systematically its impact on the organization is relatively recent. Most organizations (such as libraries) continuously monitor their activities through such methods as work-load statistics, productivity measurements, performance evaluations, and others. This same concern for measurement is increasingly being applied to the field of organization development. If, for example, a manufacturing plant wants to increase productivity utilizing OD it seems only logical that it should establish certain measurements for assessing the effects of the OD program. In other words, it will want to know how many more nuts and bolts, say, are

produced as a result of organization development. In order to assess the impact of OD, therefore, there have to be some "before" and "after" measurements.

In assessing quantifiable organizational activities, it is relatively simple to measure increases or decreases in production, sales, number of employees, circulation statistics, and so forth. But, evaluating the impact of OD on an area such as attitude presents the researcher with difficult problems. There are techniques that have been developed to cope with these problems but even if they are suitably designed and methodologically valid there are other potential pitfalls in the interpretation of the results. The "Hawthorne effect," whereby the study influences rather than measures the results, is well-known. Other possible problems are distortion (deliberate or otherwise) by study participants, the effect of "before" measurements on influencing responses, lack of objectivity by the researcher, attempts by study participants to influence the results, outside influences of time and money, and so on (Nunnally and Wilson, 1975). Questionnaires and interviews are commonly used in assessing attitude but they are prone to many of these problems and should be bolstered, if possible, with other measures when used to assess the impact of OD on an organization.

Another rapidly-growing field of interest to librarians is evaluation research. This field is developing rapidly into an important specialty in social science research, as evidenced for example, by the publication this year of a new journal entitled Evaluation Quarterly. The lead article in this new publication examines the problems of evaluating public policies and programs but the authors' comments can be applied to any aspect of evaluation research. Rossi and Wright (1977) note that "the basic assumption of

evaluation research is that the program itself, its goals, and the criteria for its success are sufficiently well-defined so as to allow an appropriate research plan to be designed." What is distinctive about evaluation research is that precise definition and operationalization of terms cannot be supplied by the researcher but only by the policy-maker. As a result, the evaluation researcher comes into the situation having little or no freedom to make changes in policy or design and is faced with the problem of having to function within this situation. Rossi and Wright have identified the major problems in evaluation research:

1. Program goals are often complex and usually not clearly specified in advance. (Many times there is even no consensus on what the goals are.)

2. When a program is begun, strong claims of effectiveness are sometimes advanced as justification for its enactment.

3. The evaluation researcher is frequently called in after a program has been implemented or ended.

4. There are problems in defining the criteria of evaluation, mainly in how to interpret broadly-stated goals and in how to make evaluation research objectives politically acceptable to the policy-makers.

5. Several methodological issues face the evaluation researcher in designing a study: (a) discerning the effects of a policy that are a combination of other possible causes of such effects; (b) the use of experimental designs is very limited; (c) field experiments often take years to conduct and analyze; and (d) the absence of controls makes authoritative analysis extraordinarily difficult.

6. Finally, there is the problem of implementation: researchers are increasingly aware that program failure or success depends as much on well-planned implementation as on the effectiveness of the recommendations.

In addition to these problems, as few librarians need to be reminded, the last few years have been turbulent ones for academia and for libraries. Assessing the impact of MRAP at individual libraries requires a consideration of many intervening factors, such as time, reduced budgets, staff turnover, university or library reorganization, changes in leadership, the adoption of new procedures such as OCLC or other automated methods, and so on almost ad infinitum. Nearly all of the participants in this study commented on the extreme difficulty of discussing the impact of MRAP, and drawing any conclusions about its overall effect, in isolation from these other factors. One library director's comments are typical: "It is a little difficult" to evaluate MRAP's effects, in his opinion, "because like everybody else probably, there were a number of things going on at the same time, so it is very hard to sort out what had what impact." Finally, much of the MRAP process is aimed at changing staff attitudes and the most obvious technique for measuring this is the attitude survey. However, this approach is fraught with dangers for the unwary researcher.

II. The Goals of MRAP

As noted in the first part of this report, the essential first step in evaluation research is to identify the goals of the program being evaluated. In MRAP terms, this had to be translated into two forms: institutional goals and the objectives of the MRAP process itself. Each institution, of course, had its own views of what it wanted to achieve as a result of MRAP. But, these views, or objectives while usually fairly well-articulated tended to be very general in nature. One library administrator, for example, stated that "the basic objective (of MRAP) is to improve the Library's contribution in the academic process through better management and utilization of all resources." This is a salutary goal, undoubtedly desirable for any university library, and the librarian in this instance is to be commended for his concerns for effective management. Nevertheless, it should be obvious that this goal is not particularly amenable to either measurement or assessment. This problem will be discussed at greater length later.

Because of this problem of institutional goals (and also because individual study participants had not yet been selected) the study began with an examination of the goals of MRAP as established by the Association of Research Libraries. In a 1975 article entitled "Strategies for Improving the Performance of Academic Libraries," Duane Webster, Director of the Office of University Libraries Management Studies and Jeffrey Gardner of the ARL staff, presented MRAP as a "strategy" or a "philosophy" of organizational change (Webster and Gardner, 1975).

> While change is fast becoming on overworked and unclear term, it is apparent that academic libraries must deal with environments which will not remain the same. In the past, managers have tried

> to cope with changing events; in the future, emphasis must be on influencing the process of change. The challenge lies in determining how library managers can learn from past efforts and apply these lessons to managing libraries and, parenthetically, to developing new managers. Some lessons that have already emerged . . . include: By developing the management capability of the library staff, there will be an improved environment for professional contributions. There is value in having different institutions address concerns in their own way assisted by current management techniques. There is a need for libraries to develop analytic and management skills within their own staffs rather than waiting for outside help. Libraries will profit most by developing their own team of experts who can guide the library in assessing its strengths and building on them in a continuing fashion. There is a danger in resting on past accomplishments. Special efforts are needed to identify and develop new leaders.

Because this assessment of MRAP is focusing on goals and will examine in-depth the success of various libraries in achieving them, they will be discussed at some length here. The goals of MRAP as set forth in the 1973 annual report of the OMS were:

Goal 1. *To create an open problem-solving climate.*

> While problem-solving has occurred at these libraries in the past, in the context of the MRAP Program this process has systematically examined a wide range of management concerns at a depth and with a thoroughness that may not have been possible previously. Furthermore, this problem-solving has involved more staff members in a more focused and concentrated fashion than before. More people are more aware of a wider range of concerns than before the Study. Part of this is getting staff to think in new terms of problems outside of their immediate work unit and with a view toward determining feasible solutions. This results in a positive atmosphere that recognizes constraints as well as opportunities.

Goal 2. *To develop group process skills.*

> In the past, library staff have not often been called upon to perform in task and work-oriented groups. Some have experience in committees, but few have mastered many of the skills of group dynamics. This Program requires that effective teams operate with the following characteristics: mutual goals, dependency on each other to complete work, and the need to reach a collective decision. With these requirements, the groups soon master complex group dynamics skills such as: candid, effective communication; sharing of responsibility for output;

maintaining of necessary group functions (e.g., initiation of ideas, summarizing, decision-making, moving to new topics, etc.); and focusing on tasks to be accomplished. The Program provides considerable assistance in developing the group process, such as: employing the Study Team as the primary vehicle for the investigation; setting up small Task Forces (4-5 persons) to perform specific, analytical work; suggesting group dynamics factors that should be considered; developing group-oriented work plans; and pointing out problems that can be anticipated and what can be done about them in this setting.

Goal 3. *To secure a better understanding of management concepts and principles.*

The MRAP provides an excellent instructional setting. The Study Teams are faced with the difficult task of examining management practices and must produce a report that the entire staff will look at very closely. At the same time, the Team has a real opportunity to influence the future direction of the library. This responsibility, along with the time constraints present, places a certain pressure on participants. Within this setting, management concepts, tools, and terminology are provided as a way of helping them meet this challenge.

Goal 4. *To assess present management practices.*

The reports (from previous MRAP studies) have demonstrated that with the appropriate guidelines, library staff can objectively describe and evaluate the management practices of the library. While the process has not always been easy nor always exceptionally effective, it has proven to be useful, productive, and valuable as a way of increasing staff awareness and understanding. These assessments provide a mechanism for communicating at all levels -- staff provide input as a first step toward more meaningful interaction, with new ideas generated and new understandings secured. This is part of the MRAP process -- getting staff to act responsibly and professionally -- rather than simply critiquing without a recognition of constraints.

Goal 5. *To determine future actions for management improvement.*

Most libraries could make isolated recommendations without going through as elaborate a process as MRAP. What the Program has contributed, however, is: coverage of management concerns over a broad spectrum; assistance in equipping the staff to deal with changes; the ability to recognize gaps; the appreciation of the need for mechanisms for continuing review and analysis; and the need to get staff commitment to accomplish these improvements. Building staff receptiveness to change and a staff attitude that values improvement is by far the most distinctive accomplishment of the Program. While all of the recommendations may not be equally significant, they are recommendations that are understood and have the support of a large number of the staff. In the long run, this should lead to more substantive and far-reaching changes in the nature and operation of libraries than has been possible previously.

Goal 6. *To develop staff management and analytical capabilities.*

> . . . many participants have noted that the MRAP provides an unusual opportunity for identifying and assessing library staff with management potential. The Program is a testing ground that introduces ingredients such as: new concepts, elements of uncertainty, challenging problems, and pressure. Determining how these potential managers operate under these circumstances will aid in determining their future success as library managers . . . all participants have commented that this program influences the management style of the library at all levels. Frequently, this is characterized as more consultative or participative, but perhaps the strongest reason is that the staff now have the skills needed to increase their self-direction, allowing more effective involvement in all aspects of the enterprise.

In addition to these goals for MRAP, the OMS report suggested that there should be an impact of MRAP beyond such stated goals. One area of impact which was examined during the assessment study is included in this section, for the sake of convenience, as a seventh goal of MRAP:

Goal 7. *To improve the view of the university toward the library.*

> This process of bringing the library to the attention of university administrators is, hopefully, a sound first step toward influencing their view of the library's performance, role, and contribution.

III. Study Procedures

Once the goals of MRAP had been identified, it was then possible to design a study to assess the impact of MRAP in these areas on participating libraries. With respect to the stated objectives of this evaluation, the impact was to be viewed in the areas of individual attitudinal, behavioral, and organizational changes. First, it was necessary to select the libraries to participate in the study from among the twenty-two ARL libraries that, at that point, had completed the process since it was deemed physically and financially impossible to include all of them. These libraries went through MRAP in groups, or phases, each usually consisting of three or more institutions. It was decided to select one or two from each of the five phases for intensive study and some potential libraries were identified after reading their MRAP reports and consulting with the OMS staff.

Several library directors were approached about participating and most agreed but some declined, while a few did not respond. Several more directors were approached until, ultimately, ten libraries had been selected, with at least one from each phase of MRAP (see Table 1 of the Appendix for the distribution of libraries across the phases). The investigators recognized the problem of having only those libraries as part of the evaluation that agreed to participate. This process of self-selection could have a biasing effect on the results either positively or negatively. It is believed, however, that the more likely bias would be on the negative aspects of MRAP and the fact that some libraries did not agree to participate was an indication of their dissatisfaction or fatigue with the process. However, this was conjecture and there was no reason to attempt to coerce the libraries into participation.

Thus, nearly half the libraries that had gone through MRAP participated in the most intensive phase of this study. These libraries were the University of Maryland, the University of Connecticut, the University of Rochester, Rutgers University, the University of Toronto, the University of Tennessee, the Johns Hopkins University, the University of Kentucky, the Smithsonian Institution, and the Library of Congress Division for the Blind and Physically Handicapped. This phase of the study, known as "key informant interviewing," (e.g., Clark, 1968) had as its primary purpose the identification and analysis of behavioral, attitudinal, and organizational changes in the climate, overall performance, and effectiveness of each library and its management as a result of having been involved in the MRAP process.

Questionnaires were designed to obtain opinions and attitudes from library directors, top library management, library staff, study team participants, and institution administrators. Each questionnaire was designed to specifically elicit information in the three areas of evaluation, i.e., attitudinal and behavioral changes and organizational changes, with respect to each of the seven MRAP goal statements. Table 2 of the Appendix provides an analysis of the questions of each questionnaire as they relate to the MRAP goal statements in each evaluative area of concern.

These questionnaires were constructed and pre-tested at the Pennsylvania State University Library and considerably modified as a result of this pre-test. (Final copies of the questionnaires are included as Figures 1 - 4 of the Appendix.) It was determined, for instance, that involving the faculty at large in the study was unproductive. Almost no faculty were aware of MRAP (despite considerable publicity) and they were unable to comment on its effects

in isolation from other changes related, for example, to budgets, reorganizations, and the dropping or adding of services. Penn State was not, however, included in this study for purposes of objectivity.

The total number of administrators, librarians, and staff at the selected institutions was probably over 2,000, so it was decided to send questionnaires to a small and manageable number of individuals, concentrating on those who could provide highly-informed opinion. The library directors at each institution were asked to complete the questionnaire and in addition, to identify three to four library managers and to select four or five librarians or support staff, including in both groups some individuals who had been MRAP study team participants. The institution administrator was selected as that individual who had been most involved with MRAP from the administrative perspective. All of these individuals were asked to complete the questionnaire.

A random approach to selection was not taken for two reasons: First, "informed opinion" was considered more important by the researchers than random selection. Admittedly, there is a danger that the library director would select individuals with biases reflecting his or her own. However, it is believed that this problem was compensated for by the need to identify individuals who were highly knowledgeable about the library both before and after MRAP; in other words, "key informants." Second, in many instances, participating libraries had gone through MRAP two or three years before the study and staff turnover at all levels had been considerable. As a result, true random selection would have been difficult, if not virtually impossible.

Questionnaires were sent to 92 individuals and 91 were returned, for a response rate of approximately 99 percent. This high rate could be attributed

to persistence on the part of the researchers but it is more likely due to the intense interest on the part of the participants. Of these 91 individuals, 54 "key informants" were selected for in-depth follow-up interviews. Over a period of six months these informants were interviewed after they had returned their questionnaires. The interviews followed-up written comments on the questionnaires, discussed key issues and concerns, and allowed the informants to elaborate on their answers. Ten library directors, several institution administrators, a number of study team chairpersons, many library managers, librarians, and support staff were interviewed. These key informants, all of whom had been involved with or affected by MRAP, had many opinions and ideas concerning its impact.

At the beginning of this report, it was acknowledged that the questionnaire and interview approach to evaluation was not the most ideal method. In the circumstances surrounding most participating libraries, these techniques proved to be a practical approach. However, asking questions of individuals about their attitudes and opinions, their views of the attitudes of others, and how these may have changed was imperfect at best. The major problem, of course, was the need for some hard" before and after data but at many libraries these were simply not available.

The goals-Delphi procedure was used to test whether or not MRAP affected an individual's ability to make goal statements for a management self-review process. For the purposes of this experiment, two Delphi panels were used. One panel represented individuals from libraries that had participated in MRAP while the other represented individuals from libraries that had not gone through the program. It was further hoped that this process of goal-setting

would be indicative of a procedure that could be used by libraries in reaching a set of goals established by consensus.

In order to determine whether or not the degree of authoritarianism in the administrative style of the library director had an effect on the impact of MRAP on his or her library, a special questionnaire was given to library directors (see Figure 1). This questionnaire was modelled after similar psychological instruments testing authoritarianism that have been used extensively in social science research (Robinson, 1973). It was hypothesized that there would be a correlation between the degree of authoritarianism and the overall impact of MRAP on that director's library. Some selected questions on the various questionnaires were used for this test of correlation. Comparisons could then be made between the authoritarian scale values and the mean values on a particular question. The null hypothesis to be tested each time was that there was zero correlation between the scale value of authoritarianism and the mean scale value of the question of concern.

At the start of their MRAP study, a few libraries administered to their staff an OMS-designed "Organizational Profile." This OMS Organizational Profile was developed as a modification of the well-known "Profile of Organizational Characteristics" designed by Rensis Likert (1961) which had been used, with mixed success, by some early MRAP participants. The purpose of the OMS Organizational Profile was to inventory staff perceptions concerning critical organizational issues. The entire library staff was surveyed in order to develop a library-wide profile of patterns in supervision, motivation, communication, decisions, goals, performance review, and training.

The Organizational Profile asked such questions as "Are you involved in important decisions related to your work?"; "How does your supervisor seek your ideas and use them constructively?"; and "Does your supervisor try to get you to work harder by reward, praise, fear, or threats?" These answers from the profile form a core of data for the MRAP Study Team to use in assessing the problems, attitudes, and overall climate prevailing in the library. In an effort to supplement the key-informant questionnaires in the assessment of the impact of MRAP on attitudes in participating institutions, three libraries were asked to re-administer the OMS Organizational Profile to their staffs. (Copies of these three Organizational Profiles are included in the Appendix as Figures 5 through 7). The purpose of this approach was to utilize the only "pre" and "post" data available; in other words, to evaluate whether or not there were any significant changes in staff attitude after MRAP as compared to before, or during MRAP.

IV. Data Presentation and Results

A. Changes in Attitude, Behavior and Organization as They Relate to Each of the Goals of MRAP.

The following is an analysis of the data as they resulted from the questionnaires administered to library directors, managers and staff and institution administrators. The analysis of questionnaires follows the relationship established for each goal and the presentation of data in Tables 2 through 5 in the Appendix.

1. Goal 1 - *To create an open problem solving climate.*

a. Attitudinal Change

The first question relating to this goal was, "Has the work attitude (in general) of the staff changed since the library went through MRAP?" All three types of respondents thought that there had been some change in the library since that library went through MRAP. The second question was, "In your opinion, has the attitude of the staff toward the general management of the library changed for the better or for the worse compared to the way it was pre-MRAP?" Again, all three groups said that there had been some change in staff attitude toward general management, with the directors being more positive about the statement than staff and the library management somewhat between the two. The next question was, "In the same vein, has the attitude of management toward the staff changed for the better or for the worse compared to the way it was pre-MRAP?" Again, all three groups felt that there had been some change and that the attitude was somewhat better. The next question was, "As a result of the MRAP experience, have you noticed a change in the morale (a prevailing

mood and spirit affecting performance) of the librarians and other employees of the library?" Both the library directors and library managers believed that there had been some improvement. However, the staff thought that there had been virtually no change in the morale of the librarians and other employees.

The next statement presented to library directors and managers only, was, "Small groups such as committees, task forces and other work oriented groups are usually an effective way to solve problems and to reach decisions in managing the library." Both groups agreed that this was usually an effective way. An open-ended question asking whether the respondents thought that MRAP altered their opinion regarding group problem solving yielded responses that were roughly evenly divided between a positive and a negative answer. This may have been due, however, to the fact that the respondents shared the opinion that prior to MRAP, at least half of them were already using the techniques of group problem solving.

b. Behavioral Change

The first question relating to this change was, "As a result of the MRAP experience, have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of the librarians and other employees of the library?" As stated above, the staff felt that there was little or no change in the morale, whereas directors and library managers believed that there were some improvements. The next question was, "Would you say the communication procedures in general (between various staff members and levels of the organization) have improved because of MRAP?" The mean response from all respondents indicated that everyone felt that communication procedures were somewhat better, with both directors and managers being

somewhat stronger in their opinion than staff. The next question was, "How about communication procedures vertically between staff and management, have they gotten better or worse as a result of MRAP?" Directors answered that they felt that communications were better, with managers and staff believing that there was some improvement in communications, but they were not as strong in their opinion as directors. The next question was, "What is your opinion about communications procedures horizontally between various units of the library, have they gotten better or worse as a result of MRAP?" Directors believed the communications had gotten better, with both managers and staff agreeing, but to a lesser extent.

The next question was, "In your view, did MRAP improve interpersonal relations between (1) staff members, (2) management members, and (3) management and staff members?" With regard to the first part of the question, that is, staff members, all respondents believed that there was some improvement. With regard to the second part, that is, management members, directors and managers believed that there was some improvement while staff believed that there was some change, but not to the degree of the other two groups. For the last part of the question, relating to management and staff members, the respondents answered in an identical fashion to the above answer concerning management members alone.

c. Organizational Change

There were no closed-form questions under this particular change item, however, there were some open-ended questions asked. The first question was, "Since MRAP, the following techniques or procedures have been used more often." The following techniques were, "task force approach, group problem solving approach, use of schedules as targets, emphasis on specific products (reports or recommendations), written charges to committees and task forces, data

gathering techniques, (that is, surveys, interviews) written goals and objectives." Both directors and library managers agreed strongly that there had been increased use of all of these procedures or techniques since MRAP.

2. Goal 2 - *To develop group process skills.*

a. Attitudinal Change

The first statement related to attitudinal change was, "Small groups, committees, tasks forces and other work oriented groups are usually an effective way to solve problems and to reach decisions in managing the library." All three groups agreed that these procedures were usually effective, with the managers being stronger in their opinion than the other two groups. There was an open-ended question that also related to attitudinal change, "Did MRAP alter your opinion regarding group problem solving?" Directors and managers were evenly divided on this question. There was no evidence of change. However, most of these individuals felt positively toward group problem solving prior to MRAP.

b. Behavioral Changes

The first question related to this section of change was, "In your view, did MRAP improve interpersonal relations between the following members: (1) staff members, (2) management members, (3) management and staff members?" With regard to staff members, the responses were very similar with all of the respondents believing that there was some improvement. With regard to number (2), management members, again, all respondents believed there was some improvement with both directors and managers stronger in their belief than were the staff. For number (3), management and staff members, the response was similar,

with directors and managers stronger in their belief of improvement than were the staff.

c. Organizational Changes

The statement was made that, "Since MRAP, the following techniques or procedures have been used more often . . ." (A number of group problem-solving techniques and other types of procedures then were listed.) All directors and managers believed that there had been an increased use of these procedures and techniques since MRAP. Those few individuals who answered that these techniques had not increased in use or had not been used at all gave several reasons. One main reason stated was that these methods had been used prior to MRAP and they had continued to be used during and following MRAP, thus, it would have been difficult for there to have been an increase. Another frequent response was that they would like to be able to use improved data gathering techniques, but they simply did not have either the staff or the time in order to do so. One person stated that, "The amount of work involved is formidable and our staff shortages severe! There isn't enough time and possibly not enough staff adequately trained to perform proper data gathering." Another problem that was mentioned with regard to these items was that charges to committees often were verbally communicated and frequently not recorded in any way.

3. Goal 3 - *To secure a better understanding of management concepts and principles.*

a. Attitudinal Changes

The first questionnaire statement relating to this change was, "The staff, as a whole, has an adequate understanding of library goals and objectives." All three groups agreed that there was an adequate understanding with the

directors and managers being somewhat more positive in their opinion than staff. The next question was, "Do you agree that staff understanding of goals improves the way the library is managed?" All three groups of respondents, at the same level of agreement, stated that staff understanding of goals improves the way the library is managed.

b. Behavioral Changes

The first question was, "Was MRAP as an organizational development tool successful in increasing the effectiveness of decision-making at all levels of the organization?" Both directors and managers believed that MRAP was moderately successful with staff believing that there was somewhat less success than that. "The staff, as a whole, has an adequate understanding of library goals and objectives," yielded similar results in that both directors and managers believed that there was an adequate understanding with staff being somewhat less positive in their agreement. "Do you agree that staff understanding of goals improves the way the library is managed?" For this question, there was identical agreement among respondent groups that staff understanding does improve the way the library is managed. The next statement was, "The performance of librarians and staff has been affected by the MRAP experience." All respondents were fairly close in their agreement that there had been some improvement.

There was an open-ended question that stated, "As a result of MRAP, do you think that the library staff, as a whole, has a better understanding of management concepts and principles?" Only the directors and managers were asked to answer this question. Their response was "yes" by a three to one margin. As one person stated, "Some staff, through examination of some

facet of the organization and/or management of library, learned of some of the complexities and problems of management and grew to appreciate the role of the administrator more than they had and for the first time many were led to think about the concepts and principles involved." One director said, "One of the most gratifying aspects was a heightened awareness among many members of staff of the constraints imposed on the chief librarian and his freedom of action by the university structure, traditions, and senior administration. They no longer blame me for everything as though I could decide everything."

4. Goal 4 - *To assess present management practices.*

a. Attitudinal Changes

The first statement related to this section was, "The staff, as a whole, has an adequate understanding of library goals and objectives." Both directors and managers agreed to a greater extent than did staff that there was adequate understanding. The next question was, "Do you agree that staff understanding of goals improves the way the library is managed?" There was identical agreement among all three groups that staff understanding does improve the way library is managed. "What, in general, do you think is the staff's assessment of their input into the MRAP process?" To this question, all three groups responded between "some input" and "adequate input" with the directors and managers being closer to the adequate point than were the staff. The next question was, "Are you, as a library manager, generally satisfied with the type of recommendations that were made in the MRAP report?" This question, of course, was modified for staff to read, "Are you generally satisfied with the type of recommendations that were made in the MRAP

report?" All three groups of respondents were satisfied with the recommendations with very little difference in their mean responses. It is interesting to note that in some of the open-ended comments with regard to satisfaction with recommendations, there were definite differences between directors, managers, and staff. However, as noted above, those differences did not show up quantitatively, with the mean responses being between 3.7 and 3.9 on the five-point scale.

b. Behavioral Changes

The first question under this section was, "Was MRAP as an organizational development tool successful in increasing the effectiveness of decision-making at all levels of the organization?" It was found that the directors and managers thought that there was some success and to a greater degree than the staff. The next statement was, "The staff, as a whole, has an adequate understanding of library goals and objectives." As stated before, the directors and managers agreed to a greater extent than did the staff that there was an adequate understanding. The next question was, "Do you agree that staff understanding of goals improves the way library is managed?" At the same level of agreement, all three groups stated that they thought that staff understanding of goals did improve the way the library is managed. "MRAP was useful in identifying needed changes in library management." To this statement, all three groups agreed that MRAP was useful, with very little difference exhibited in their mean response.

The next statement was, "As a result of MRAP, the library is better able to deal with its problems of today and tomorrow." Both the library directors and managers agreed to the same extent that the library is better

able to deal with its problems of today and tomorrow. However, the staff of the library was neutral with regard to this statement and did not express either agreement or disagreement. The next question in regard to this section was an open-ended question, "Did new problem areas come to light?" This question was asked of library directors and managers only and they were evenly divided in their agreement that new problem areas came to light. It is important to note that even though they were evenly divided, half of the respondents did state that new problem areas came to light. Some people said that there had been an awareness of problems, but they just were not articulated or focused. One person stated, "Before, I had known theoretically, but [after MRAP] I knew experientially how little the staff understood and how much there was to clarify."

c. Organizational Change

"MRAP was useful in identifying needed changes in library management," was the first statement considered for this section. All three groups of respondents, with little difference in their mean response, agreed that MRAP was useful. The next statement related to this section was, "As a result of MRAP the library is better able to deal with its problems of today and tomorrow." Both library directors and managers were positive in their response with the staff being neutral.

The next question was an open-ended question, that is, "Did new problem areas come to light?" Again there was an even split between those that stated there were new problem areas and those that didn't. It is important to note once again that half of the respondents did find new problem areas as a result of MRAP. "Were there some needed changes that MRAP did not identify?" This question yielded an even split between positive and negative

responses. Those that identified some needed changes that MRAP did not identify stated that there was a need for personnel policy, staff development, planning, and better communication. With regard to communication, one director stated that, "The report says nothing about the need for staff to be attentive to what management is trying to communicate, or the need for staff or departments to report their doings upward to those who are responsible. Their trouble shooting in the communication line seem to assume that all the bad connections were at the top."

With regard to the management of the library we asked institutional administrators the following question, "Regarding the administration of the library, how would you rate these following areas in terms of management performance?" They were given a scale of ineffective, effective, highly effective, or allowed to register no opinion. With respect to the first area of goals and objectives formulation, four administrators thought that there was high effectiveness and three thought that there was effective formulation. With regard to the area of organizational practices, six believed that there was effective practice, one registered no opinion. For the area of leadership, two believed that there was highly effective leadership, four thought there was effective leadership, and one believed there was ineffective leadership. The area of staff development elicited responses as follows, three administrators answered that there was highly effective staff development, one answered effective, one answered ineffective, and two registered no opinion. With regard to the area of budget and planning, only one registered an opinion that there was highly effective budgeting and planning, whereas five stated that there was effective budgeting and planning. For the area of personnel administration, one administrator said he thought there was highly effective performance and six stated that there was effective

performance. In response to the last area of general management, one administrator said there was highly effective general management, five said there was effective general management, and one registered no opinion.

5. Goal 5 - *To determine future actions for management improvement.*

a. Attitudinal Change

The first statement presented with respect to attitudinal change was, "The staff, as a whole, has an adequate understanding of library goals and objectives." Both the library directors and managers were in agreement that there was an adequate understanding of goals and objectives to a greater degree than were the library staff. The next question was, "Do you agree that staff understanding of goals improves the way the library is managed?" All three groups were in identical agreement that staff understanding did improve the way the library is managed. The next question that was related to attitudinal change was, "If the library had not gone through the MRAP process, the needed changes would have come about anyway?" Both the directors and managers were neutral in their opinion. However, the library staff was in disagreement somewhat with the statement. This would indicate that the library staff believed that the needed changes would not have come about if it had not been for MRAP. "No internal review, such as MRAP, can have a significant impact on an organization," was the next statement presented. Both the library directors and managers disagreed with the statement and the library staff disagreed but to a lesser extent. "Are you generally satisfied with the type of recommendations that were made in the MRAP report?" All three groups expressed satisfaction with the recommendations when asked this question.

Institutional administrators were asked an open-ended question, "In your opinion, could similar conclusions concerning the improvement of library processes and management arise from methods another than self-review?" In answer to this question, six administrators said "yes" and only one stated "no."

b. Behavioral Change

The first statement that was presented with regard to this type of change was, "The staff, as a whole, has an adequate understanding of library goals and objectives." The library directors agreed to a greater extent than did either the library managers or staff who were more toward the neutral position with regard to this statement. "Do you agree that staff understanding of goals improves the way the library is managed?" All three groups were in identical agreement that staff understanding of goals definitely improves the way the library is managed, when asked this question. "MRAP was useful in identifying needed changes in library management." All three groups were relatively close in their agreement that MRAP was useful in this regard. The next statement was, "As a result of MRAP, the library is better able to deal with its problems of today and tomorrow." Both the library directors and library managers agreed that they are better able to deal with problems of today and tomorrow. However, the library staff was neutral with regard to this statement.

An open-ended question that stated, "Have you been able to move forward, that is, address successfully the problems that were identified?" was also asked with regard to this section on behavioral change. Of the library directors and managers answering this question, forty-three of fifty or 86 percent stated that they had been able to move forward; whereas only seven or 14 percent stated that they had not. When asked to elaborate on the answers that

they had given, several people stated that they were not sure yet whether they had succeeded in moving forward with recommendations, although there had been some movement in that direction. Some individuals stated that there were concerns not related to MRAP impeding the progress of successful recommendation implementation, such as budgetary considerations and university administrative goals. A number of individuals were still not clear as to their ability to forecast how many of the total recommendations will be eventually implemented. See Table 6 of the Appendix for the data indicating the percent of recommendations that had been implemented by the institutions at the time of the interview.

c. Organizational Change

The first statement that was presented that related to organizational change was, "MRAP was useful in identifying needed changes in library management." All three groups agreed that MRAP was useful in this regard. The next statement was, "As a result of MRAP, the library is better able to deal with its problems of today and tomorrow." Both the library directors and library managers agreed that the library is better able to deal with its problems. However, the library's staff had a neutral position with regard to this statement.

Library directors and managers were asked the following open-ended question, "Have you been able to move forward, that is, address successfully the problems that were identified." In response, forty-three of fifty or 86 percent said "yes," while only seven or 14 percent said "no." In elaborating on their answers, some of the comments were as follows: "We may have bogged down when it came to implementation." "In general, I feel this aspect was very poorly

handled." "While MRAP was a group study, implementation became an administrative prerogative and caused no end of difficulties as well as probably becoming basically ineffective." See Table 6 of the Appendix.

6. Goal 6 - *To develop management and analytical capabilities.*

With respect to this goal, the investigators decided not to attempt to assess changes of either attitude or organization. The goal clearly represents individual change and not organizational change. The investigators believed that changes in attitude were not critical with respect to evaluating this goal and that the questions on the instrument could be far better directed to other items.

a. Behavioral Change

The first question related to this section was, "Was MRAP, as an organizational development tool, successful in increasing the effectiveness of decision-making at all levels of the organization?" Both the library directors and managers felt that MRAP was moderately successful as an organization development tool for increasing effectiveness of decision-making. The library staff was somewhat less positive in their opinion of success. "The performance of librarian staff has been affected by the MRAP experience," was the next statement presented. All three groups saw some improvement in performance with the library staff being less positive in their answer.

The investigators believe that the goals-Delphi exercise is also an indication of behavioral change with respect to analytical or management capabilities of the staff. The results of that exercise are reported elsewhere

in this document. In summary of that exercise, however, it was noted that there was very little difference between those who had participated in an MRAP exercise and those who had not with respect to the individual's ability to state goals once they were instructed in the process for goal setting.

7. Goal 7 - *To improve the view of the university toward the library.*

a. Attitudinal Change

The following question was asked of institutional administrators, "Since the date of MRAP, have you noticed a change in the morale (prevailing mood and spirit affecting performance) of the librarians and other employees of the library?" Their mean response was 3.7 indicating that they thought there was some improvement in the morale. We then asked, "Has your general view toward the management of the library changed since the date of MRAP?" Five administrators said "yes," one administrator said "no," and one expressed no opinion. However, in the statements related to this question, there was an indication that these changes were not necessarily due to the MRAP process. A point that was made more than once was that a new and more dynamic director had been recently appointed. Another administrator said that there was in existence a management oriented university administration to which library management was responding. Yet another stated that there had been a new and better library staff appointed since MRAP.

b. Behavioral Change

Library directors and library managers were asked the following open-ended question, "In general, have you observed any change in the way members of the university community related toward the library since MRAP?" Eleven of

fifty or 22 percent said "yes," thirty-five or 70 percent said "no," while four or 8 percent had no opinion with respect to the observation of change. One individual stated, "If the faculty ever knew about it, their reaction would range from disinterest to skepticism. In most of the university community, the library is either not perceived as an institution worthy of management or our management studies do not translate themselves into changes which impact the user and therefore do not concern them." Institution administrators were asked, "Since MRAP, have you noticed a change in the morale of the librarians and other employees of the library?" They stated that they had noticed some improvement in the morale.

c. Organizational Change

Institution administrators were asked, "Would you say that the library is generally responsive to the needs of its users?" Their mean response was 4.9 on a 5-point scale, indicating that they thought that the library was very responsive to the needs of its users. The next question was, "Have you noted any changes since the date of MRAP in the following services: (a) service to users, (b) book and periodical collections, (c) ordering and cataloging processes, and (d) physical facilities?" The answers were that they thought that service to users had been improved, that the book and periodical collections service had somewhat improved, that ordering and cataloging processes had been improved, and that the physical facilities had been somewhat improved. They were next asked with respect to these various changes in services, which ones did they attribute to the library's recent management self-study. Two administrators said that they thought that no changes were due to the management self-study. One administrator felt that all changes were due to the management self-study and two administrators had no opinion. With respect

to service to users, two administrators thought that changes were due to MRAP. One thought that book and periodical collections had changed due to MRAP, two thought ordering and cataloging processes had changed due to MRAP, while no one felt that physical facilities had changed as a result of MRAP.

B. Assessment of the Changes in Attitude, Behavior and Organization as They Relate to Each of the Goals

Once again, it must be stated that to provide concrete evidence of change is extremely difficult in the case of evaluation where there are no data describing the state of the organization before the program under evaluation was instituted. Therefore, this assessment is based on a set of written questions and personal interviews with librarians, support staff, and institution administrators concerning their perception of changes. This analysis is based solely on those perceptions. Thus, when we speak of changes in attitude we are speaking of the interviewee's perception of changes in the attitude of individuals. A similar statement can be made for both behavioral change and organizational change.

With regard to the overall assessment based upon these questionnaires and the personal interviews, some general comments can be made. Overall, in all categories of change, the library directors and library managers were more positive in their assessment of the effect of MRAP than were library staff. As we have seen in the presentation of the results, in almost all categories there was a positive response to the question or statement with regard to change and whether or not that change had been due to MRAP. Based on the two statements "MRAP was worthwhile" and "MRAP was successful" and placing the library directors, managers, and staff on a continuum of a scale ranging from

1 to 5 where 1 represents not successful and 5 represents highly successful, it was found that the library directors and managers were at a point around 4.4 with the library staff at about 3.5. While 3.5 does not represent a statement of lack of success, it does show that the library staff was not as positive in their opinion that MRAP was worthwhile or successful as were both the directors and managers.

These statements are made with regard to a composite picture. There are some differences that exist viewing the results by institution. The data for the two questions concerning MRAP's value and MRAP's success are presented in the Appendix as Table 3. From this Table we see that, once again, library directors and managers in all cases were at least as positive in their reaction to the success and value of MRAP as were library staff. In only one institution did the value and success of MRAP receive a negative response and in that case the response was given by library staff. Therefore, based on these two questions one would have to assess the overall effect of MRAP as being worthwhile and successful, as it was perceived by directors, managers, and staff.

In the personal interviews, many people expressed opinions that did not appear on the questionnaires. Some stated that MRAP was worthwhile because it hastened change that would have come about anyway; that it facilitated discussion; it acted as a prod, as an accelerator, a catalyst, a catharsis and it made things occur sooner. Others said that the process was successful more so than the recommendations. Some stated that they felt that no other process could have done what was needed. Individuals believed that there was abundant proof that it is a valid process especially for staff development and that MRAP showed that the staff can contribute. Some individuals stated that they thought MRAP was good as an educational process for learning various techniques

and applying them. Others stated that MRAP opened up the decision-making process giving individuals a chance to work together; that it created a good atmosphere for group problem solving; it was an experience for sharing and unifying. Others who stated that their expectations were not that high said that it was moderately worthwhile, that the effectiveness of decision-making wasn't really improved, but it was "o.k." in terms of what they had set out to accomplish. A few people said that one of the greatest benefits from MRAP was that it taught the individuals how to handle problems and it provided the means to solve crises. One individual stated it was successful and that decision-making cannot always be based on consultation. Another said it was not successful as an instrument of change. One person said that middle management has been greatly strengthened.

Of those individuals who were asked whether or not they thought that they would go through MRAP again, the majority said, "yes". Some individuals hoped that such an exercise would be a short course or more concentrated in time. One interviewee explained that MRAP had come at a crucial stage in the library's developmental process and they would re-do it under similar circumstances. Another said that it was such a substantial effort that it would have to be viewed as a once in a lifetime experience. It is very healthy for the library to go through such a process in the opinion of one librarian. Still another said that it ought to be repeated periodically every ten years. Some said that they were not sure that they would go through the process again, it would depend upon how MRAP were improved and it would depend on the situation, and that not every library could handle the process. And those that said no they would not like to go through the process again, felt that it was not justified because of the amount of time that was required. The data concerning the overall worth of the process are clearly on the position side. One could not make a negative assessment based on these data, however, once again we must

state that this assessment is based on individual perceptions and not data coming from a before and after state of the library determined from information based on measured change.

With respect to the goal 1 of creating an open problem solving climate, the data clearly suggest that positive changes in attitude occurred. Regarding this same goal, the individual respondents believed that there were definite changes in behavior as it related to an open problem solving climate, and therefore, MRAP was successful. In terms of an open problem solving climate, there was strong evidence to suggest that there were definite organizational changes as a result of MRAP. In summary, based on the questionnaires and personal interviews, the assessment is that goal 1 was achieved.

With respect to goal 2, that is, to develop group process skills, there is little evidence to indicate that MRAP had an effect on the attitudes of individuals. However, this lack of effect is due to the fact that most individuals indicated that they were positive toward the process of group problem solving prior to the initiation of MRAP. Therefore, MRAP would not have had a positive effect in changing their attitude. In regard to the actual behavioral changes as perceived by the respondents, there was some indication that there was improvement in group processes as a result of MRAP. Most individuals agreed that there were organizational changes that took place as a result of MRAP in group process skills. In summary, as an assessment of the achievement of goal 2 the data clearly indicate that group process skills had been further developed as a result of MRAP.

The respondents all had a positive attitude toward the process, with respect to goal 3, that is, to secure a better understanding of management concepts and principles. Related to the individual behavioral changes, the data clearly indicated that the perceptions of the respondents were that individuals had a much better understanding of management concepts and prin-

ciples as a direct result of the MRAP process. Organizational changes were not applicable with respect to this goal. In summary, it is clear that goal 3 also was achieved through the MRAP process and that individuals as a result of the process have a better understanding of management concepts and principles.

The next goal that was assessed overall is goal 4 which states, "to assess present management practices." The data indicate that all groups clearly believed that there were positive attitudes regarding assessment of present management practice. The three types of respondents all agreed that there were significant behavioral changes with the directors and managers being more positive in their response than were the staff. Many individuals expressed the thought that even though there had been an awareness of problems with management, they had not been clearly articulated or focused and that MRAP was responsible for improving that situation. Similar results followed for organizational changes. There were some individuals, however, who found that MRAP did not identify needed organizational changes. At least half of the people sampled stated that there were changes that MRAP did not identify. In summary, MRAP was moderately successful in assessing present management practices. However, with respect to changes in the organization, the degree of success in achieving this goal was somewhat less than in the other goals.

To determine future actions for management improvement is the fifth goal. The respondents' perception of change with regard to attitude would indicate that MRAP had resulted in a positive attitude toward future action for management improvement. It is interesting to note, however, that institution administrators when asked whether or not they thought that similar conclusions could have been made regarding the library improvement from methods other than self-review, six out of seven said they thought that there were other methods that were appropriate. This would indicate that the administrators of the

institution were not as positive in their attitude toward MRAP as a method for determining future actions for management improvement. There was general agreement among the three groups of respondents that MRAP was successful in changing the behavior of individuals and in determining future actions for management improvement. It was clear from the data that the respondents believed that the organization did change with respect to this goal, and that this change was due to MRAP. There is an apparent inconsistency in the staff response to the question concerning their satisfaction with the recommendations resulting from MRAP. Their response to this question was positive and virtually no different than the responses of either directors or managers.

Goal 6 is to develop management and analytical capabilities but behavioral change was the only category considered within this goal. Of all the goal statements this particular goal statement is probably the most difficult one to assess. In order to test whether a self-review process like MRAP increased an individual's analytical capability, it would be possible to create small tasks and administer these tasks in an experimental situation. This experiment would be time consuming, but it is certainly possible to accomplish were the money available and the evaluation required. However, once again, the creation of these tasks would have to be directly related to the specific goals and the kind of analytical capability the process was intended to impart. In other words, any meaningful task oriented evaluation must start with a specific set of operationally defined goals. Lacking this set of operationally defined goals, we were unable to create these small tasks in order to test whether or not behavioral change had occurred as a result of the MRAP process. With respect to the questionnaires and the goals-Delphi exercise, there is little evidence to indicate whether or not MRAP was successful in achieving to this goal.

Regarding goal 7, that is, to improve the view of the university toward the library, institution administrators were asked whether their attitudes toward the library had changed as a result of MRAP. It was not clear from the data that their attitudes had changed due to MRAP. However, the data do show that administrators believed that there were positive changes in the morale of the library. Library directors and managers did not feel that there were behavioral changes in the way that individuals outside of the library related to the library. With respect to organizational changes, institution administrators believe strongly that the library is very responsive to the needs of its users. They also believe that as a result of MRAP many services to the users have improved. In summary, then, the changes of attitudes and behavior of the university toward the library, if they occurred at all, cannot be attributed to MRAP and only organizational changes that responded to users of the library can be attributed to MRAP. Thus, this goal was only partially achieved.

C. Assessment of the Impact of MRAP as it Differed Among Institutions

It is important to note that while the impact of MRAP on the libraries considered as a group was considered to be moderately successful, there were some definite differences between individual participating libraries. The following tables summarize some of the data, by institution, for the ten libraries participating in the study. In particular, the investigators were interested in three specific questions that were answered using a five-point scale. Those questions dealt with expressed opinion of value, success and impact of MRAP on the library.

Mean Responses to Several Questions by Institution and Type of Respondent.

In your assessment, were the results of MRAP, overall, worthwhile or not?*

Institution	Director	Managers	Staff
I	5.0	4.0	4.0
II	5.0	4.7	3.7
III	5.0	5.0	3.0
IV	5.0	4.8	3.5
V	5.0	4.3	3.0
VI	5.0	4.5	4.8
VII	4.0	4.3	3.5
VIII	3.5	4.3	3.8
IX	4.0	4.8	2.5
X	4.0	4.5	3.5

Do you think that MRAP was, in general, a successful process or not?

Institution	Director	Managers	Staff
I	4.0	4.0	4.0
II	5.0	4.7	3.7
III	5.0	5.0	4.0
IV	5.0	3.8	3.5
V	5.0	4.3	3.0
VI	5.0	4.5	3.5
VII	4.0	4.0	3.3
VIII	3.5	4.3	3.5
IX	4.0	4.5	1.5
X	4.0	4.5	3.5

* 5.0 represents the most positive answer, 1.0 the most negative answer.

No internal review, such as MRAP, can have a significant impact on an* organization.

Institution	Director	Managers	Staff	Institution Administrator
I	1.0	2.0	2.0	2.0
II	1.0	1.7	2.3	not answered
III	2.0	1.0	2.0	not answered
IV	1.0	1.8	2.0	2.0
V	5.0	2.0	2.8	2.0
VI	2.0	1.3	1.8	2.0
VII	3.0	1.5	2.0	1.0
VIII	2.0	2.0	3.0	2.0
IX	1.0	2.0	3.5	1.0
X	2.0	1.5	1.5	not answered

Did MRAP alter your opinion regarding group problem-solving?

Institution	Director and Managers	
	Yes	No
I	1	4
II	2	2
III	3	1
IV	1	4
V	4	1
VI	3	2
VII	1	4
VIII	2	3
IX	2	3
X	2	2

* 5.0 represents the most positive answer, 1.0 the most negative answer.

Were there needed changes that MRAP did not identify?

Institution	Director and Managers	
	Yes	No
I	3	1
II	4	0
III	1	3
IV	1	3
V	5	0
VI	2	2
VII	1	5
VIII	2	3
IX	1	4
X	2	3

Have you been able to move forward, i.e., address successfully the problems that were identified?

Institution	Director and Managers	
	Yes	No
I	4	1
II	4	0
III	4	0
IV	3	2
V	5	0
VI	5	0
VII	4	2
VIII	6	0
IX	5	0
X	3	2

As a result MRAP, do you think that the library staff, as a whole, has a better understanding of management concepts and principles?

Institution	Director and Managers	
	Yes	No
I	3	2
II	3	1
III	3	1
IV	4	1
V	5	0
VI	3	2
VII	5	1
VIII	3	2
IX	2	2
X	5	0

Did new problem areas come to light?

Institution	Director and Managers	
	Yes	No
I	0	4
II	2	2
III	4	0
IV	3	2
V	2	3
VI	1	3
VII	1	4
VIII	3	3
IX	2	3
X	5	0

Since MRAP, the following techniques or procedures have been used more often:

	Task force approach			Group problem solving approaches			Use of schedules as targets			Emphasis on specific products			Written charges to committees & task forces			Data gathering techniques			Written goals and objectives		
Institution	Yes	No	NC*	Yes	No	NC	Yes	No	NC	Yes	No	NC	Yes	No	NC	Yes	No	NC	Yes	No	NC
I	5	0	0	4	0	1	2	1	1	1	2	2	2	2	1	2	1	2	1	1	3
II	4	0	0	4	0	0	3	0	1	3	0	1	4	0	0	1	1	1	4	0	0
III	4	0	0	4	0	0	2	2	0	4	0	0	4	0	0	1	1	2	4	0	0
IV	5	0	0	4	0	1	4	1	0	5	0	0	4	1	0	5	1	0	5	0	0
V	5	0	0	5	0	0	4	0	0	4	0	1	2	2	1	3	0	2	5	0	0
VI	5	0	0	5	0	0	5	0	0	4	1	0	4	1	0	3	1	1	5	0	0
VII	6	0	0	4	2	0	5	1	0	5	0	1	6	0	0	5	0	1	6	0	0
VIII	6	0	0	6	0	0	4	1	0	5	0	0	4	1	1	2	2	0	3	1	1
IX	5	0	0	5	0	1	4	0	0	4	0	1	4	0	1	4	0	1	5	0	0
X	2	0	1	2	0	1	4	0	0	3	0	1	3	0	1	2	1	1	4	0	0

* NC means "no change"

In general, have you observed any change in the way members of the university community relate toward the library since MRAP?

Institution	Directors and Managers	
	Yes	No
I	1	3
II	1	3
III	2	3
IV	1	3
V	3	2
VI	1	3
VII	1	5
VIII	0	4
IX	1	4
X	0	5

In answer to the question, "In your assessment, were the results of MRAP, overall, worthwhile or not?" the pattern of directors and managers being more positive than staff in their response can be viewed in the data presented. The responses of the directors ranged from 3.5 to 5.0; the managers ranged from 4.0 to 5.0; and the staff responses ranged from 2.5 to 4.8. The low range of the staff response indicated that there was one library in which the staff believed that MRAP was not worthwhile. There were two other libraries in which the staff were completely neutral in their assessment.

When asked the question, "Do you think MRAP was, in general, a successful process or not?" the directors, managers and staff exhibited a pattern of response similar to the previous question. Once again, however, the range of responses for each group is interesting. The responses from the directors ranged from 3.5 to 5.0. The responses from the managers ranged from 3.8 to 5.0. The responses from the staff ranged from 1.5 to 4.0. This wide range of response from the staff clearly indicates that at least at one institution the staff did not believe that MRAP was a success. This institution (Library IX) showed consistently low staff evaluation of the process. With respect to this question, the staff of Library V was neutral in their evaluation.

"No internal review, such as MRAP, can have a significant impact on an organization." This statement elicited a smaller range of responses within respondent types than did the previous two questions. It is interesting to note that the staff of Library IX was in agreement with the statement while all other staffs either were neutral or disagreed (the answer more favorable to MRAP being disagreement). The answer given by the director of Library V is believed by the investigators to be a misunderstanding on the part of the director since it is totally inconsistent with his or her other responses.

Thus, for the above three questions or statements it is apparent that there were few differences in the expressed opinions of the directors, managers, and staff of participating libraries about the value, success and impact of MRAP. However, there are considerable differences among staff between the institutions. The differences between staff range from an evaluation that would indicate lack of goal achievement to an evaluation that would indicate complete success. However, the staff's mean response when all institutions were considered together, was a positive evaluation of the process.

When considering the open-ended questions presented to the library directors and managers only, a pattern of response was presented similar to that formed by the staff, as discussed above, in several cases. For example, when asked, "Were there needed changes that MRAP did not identify?" three institutions were positive in their response, four were negative and three were about evenly divided between the answers yes and no. Overall, as can be seen from the data, there was about an even split with 22 yes and 24 no responses. There were very few differences between the directors and managers of the libraries when they were asked, "Have you been able to move forward, i.e., address successfully the problems that were identified?" All institutions exhibited a positive response. The same is true when they were asked the question, "As a result of MRAP, do you think that the library staff, as a whole, has a better understanding of management concepts and principles?"

Another question that elicited considerable differences between institutions was, "Did MRAP alter your opinion regarding group problem-solving?" Three institutions gave a positive response, three a negative response and four were about evenly divided. These differences, however, could be accounted for in the fact that some institutions had been accustomed to using group

problem-solving, pre-MRAP. It is interesting to note and to compare these answers with those given in response to the question that inquired about the library's increased use of various techniques and procedures since MRAP. For all of the seven techniques or procedures presented there were very few differences among institutions. Almost all respondents said that their institutions had increased their use of these techniques and procedures.

Therefore, in summarizing the open-ended questions, by institution, we find a mixed response. For some questions there was virtually complete agreement between the directors and managers of the libraries. For other questions we found that there was a pattern that exhibited considerable differences between the libraries. The necessarily small number of respondents from each institution and the uncontrolled variables make it difficult to attach a great deal of significance to these differences between institutions, at the level of directors and managers. We believe the far more interesting differences are those exhibited by library staffs. There may be several reasons for these staff differences, but the most important one is probably the fact that MRAP is a management review conducted for management and initiated by top management. Clearly, this orientation is not one that would be likely to produce enthusiasm among staff.

D. Organizational Profile

Three libraries that previously administered the OMS-designed Organizational Profile re-administered these instruments to their library staffs. For purposes of analysis, but in order to maintain anonymity, these libraries are

identified as Library IV, Library V, and Library VII. The first time that Library IV utilized the Organizational Profile, 107 people answered the questions and for the second time, 62 people responded. Library V on the first round had 89 participants and 57 participants for the second time. For Library VII, there were 111 respondents in the first case and 66 respondents in the second. The Organizational Profiles that were submitted to each institution for re-administration are included in the Appendix as Figures 5 through 7 for Libraries IV, V, and VII respectively.

The purpose of this phase of the study was to determine if there were any differences between the first administration of the Organizational Profile and the second and, if so, which, if any, of these could be attributed to that library's having gone through MRAP. The null hypothesis was that there were no differences in attitudes between the "before" group and the "after" group. The data for each institution's first and second rounds were compared and the differences were analyzed utilizing a chi-square test for significance. Changes were considered to be significant at the .05 level.

Libraries IV and V asked twenty-two questions of their staffs and Library VII asked twenty-one questions. The results of the Organizational Profile for each institution are listed in the Appendix as Table 7. The statistically significant changes were:

Library VII.

	Question	Sense of Change
1.	Are you enthusiatic about doing the work you do?	*less enthusiastic*
2.	Do you think you get the information you need to do your job?	*more often*
5.	Can you support the formal and informal work goals of your unit?	*less support*
9.	Do you feel free to talk to your supervisor about your job?	*more free to talk*
12.	Has the library as a whole established work goals?	*much more established*
17.	Have you been given the training required to perform your responsibilities?	*more positive*
20.	Do you have any role in reviewing your work performance?	*more of a role*

Library IV.

	Question	Sense of Change
4.	Are you involved in important decisions related to your work?	*more involved*
15.	Do you think that supervisors generally within your division are competent?	*more competent*
19.	Where are the major policy decisions made in the library?	*more at top than decentralized*

Library V.

	Question	Sense of Change
2.	Do you feel free to talk to your supervisor about your job?	*less free*
14.	Has the library as a whole established work goals to accomplish its objectives?	*more established*
15.	How clearly does your unit understand what it should accomplish?	*more clearly*
22.	To what extent are your skills and training used?	*to a greater extent*

Out of a total of sixty-five questions asked of three institutions, there were only fourteen changes (21 percent) that can be considered as significant at the .05 level. Library V experienced four changes, one can be said to be for the worse and three for the better. Library IV experienced only three changes, two of which can be said to be better and a third which can be viewed as worsen, if one's orientation is that participation is "better." Library VII experienced the most changes - seven - with two changes representing worsened conditions and five indicating an improved situation. The results are mixed and interpreting these results is difficult. For nearly 80 percent of the questions there was no change, indicating that MRAP did not have much of an effect. For the changes that were significant, their interpretation in relation to MRAP is not particularly clear.

Library V experienced one negative change, a lessened feeling of freedom to talk to supervisors about one's job. This could be a result of changes in the organization or in individual supervisors as well as a result of MRAP. The staff at Library V also believes that the library has more established work goals and that their unit understands better what it should accomplish. Part of this change might be attributed to MRAP but it is also known that this library is part of an institution that now puts greater emphasis on written goals and objectives as part of the budget and planning process. The fourth change is that the staff feels that their skills and training are used to a greater extent. This change may be due to MRAP or it may also be due to some intervening variables.

Library IV showed only three changes. One is that the staff believes since MRAP that their supervisors are more competent. It is difficult to conclude that MRAP was the cause of this change without knowing whether or not

the supervisors also changed. It is possible though, that MRAP created the opportunity to know supervisors better, resulting in an improved opinion. The staff at large does feel more involved in important decisions and this might be attributed to MRAP. Although, again, this is a fairly tentative conclusion without taking into account other changes. The third change shows a belief that major policy decisions are made more at the top than before. This may be an improvement or not depending upon one's views of management. Also, this change seems contradictory to the change in involvement already noted so its significance is unclear.

Library VII experienced the most changes but, again, the results are mixed. The staff feels less enthusiastic about their work and gives less support to the work goals of their unit. Perhaps these changes are due to MRAP but they are possibly the result of the administrative turnover which this library experienced between the two rounds of the Organizational Profile. Improved changes were recorded regarding information needed to do the job, freedom to talk to supervisors, work goals, needed training, and reviewing one's own work performance. Some of these changes may, in large part, be due to MRAP but this library's change in top managment cannot be overlooked as a possible significant factor.

Of the fourteen changes noted, probably no more than three or four can be attributed definitely to MRAP and only four or five others may be the cause of significant change. So, it could be hypothesized that of the sixty-five questions asked, MRAP was the significant factor for perhaps eight questions, or twelve percent. These data do not demonstrate clearly that MRAP had much of an effect as measured by the Organizational Profile. One conclusion might be that the Organizational Profile is not a particularly reliable measure of the characteristics it studies. However, the Likert profile on which the

Organizational Profile is based, has been used in library studies with some encouraging results (Marchant, 1976). If it is assumed that the Organizational Profile is useful, then why does it show so little change? The answer undoubtedly lies in the numerous intervening variables that can be identified.

For two of the libraries, Library V and VII, a considerable amount of time had elapsed between the two rounds of the Organizational Profile. As a result, numerous and in some cases profound changes had occurred. These intervening variables, such as budget problems, changes in administrators and supervisors, institutional policy changes, and so forth, effectively prevent any causal inference from MRAP. In addition to time, two other variables represent problems. First, in every library, staff turnover had occurred and it was impossible to get the same people to answer the second round as answered the first round. (This turnover also means that differing perceptions must be accounted for.) Second, not only did the same people prove difficult to involve in round two, but their numbers were also different. In sum, then, MRAP cannot be said to have had a significant impact on the three participating libraries as measured by the Organizational Profile and in most cases the null hypothesis could not be rejected, but, the intervening variables may be a major reason for this. It is believed that the use of the Organizational Profile in MRAP, as a before and after measure of organizational climate is basically sound in principle if the intervening factors can be more carefully controlled. However, as a device for diagnosis of organizational climate, the Organizational Profile is undoubtedly a useful tool as long as its users are aware of the contaminating intervening factors.

E. The Goals-Delphi Procedure

1. Method

Due to the absence of a status quo assessment of the managerial and analytical capabilities of the staff prior to their library's initiation of the Management Review and Analysis Program (MRAP) the investigators sought methods for obtaining an indication of the effectiveness of the MRAP process with respect to the staff capabilities. An evaluation method was developed that related to the MRAP goal of "securing a better understanding of management concepts and principles" and the goal of "developing staff management and analytical capabilities." This was done by considering an individual's ability to write a goal statement as an indication of management capability and understanding of managerial concepts and principles. The underlying hypothesis in this evaluation was that individuals from library staff that had participated in MRAP would be better at writing meaningful operational goal statements than would library staff that had not gone through the MRAP process. This hypothesis led to an experimental design in which library staff that had not gone through MRAP were considered as the control group, whereas the library staff that had gone through MRAP were considered to be the experimental group. The evaluation experiment involved the use of the goals-Delphi method.

There have been several recent studies in which the Delphi method has been used to develop goals for organizations (Skutsch, 1972; Skutsch and Schofer, 1973). In general, the process follows the standard Delphi method, but instead of the individual respondent being asked to give an estimate of a probability or a number of some sort, the individual is asked first to write a goal statement for the organizational process under consideration. The goal statements that the Delphi panel of experts develop are then returned to the

panel in each round with questions asking for their sense of agreement or disagreement with the collective goal statements. As in the standard Delphi method, this procedure continues until some preassigned statistical consensus has been reached. See Figure 8 for a flow chart of this process.

The study began with a selection of the two groups, one being library staff who had gone through the MRAP process, the other being library staff from libraries that had not participated in the MRAP process. The investigators wrote to the library directors asking them to nominate individuals that might participate in such an effort. From many responses, 40 individuals were selected from each of the participating and non-participating groups. The sample size for each Delphi panel of experts was 40 members in the MRAP participant group, and 40 members in the non-participant group. These members of both groups came from four different levels of library staff and management. The four levels represented: (1) library directors or deans, (2) assistant directors or assistant deans, (3) department heads, and (4) library staff. The MRAP participant group represented ten libraries, the non-participants in the MRAP group represented twenty-five libraries. The number of members at each level for each group were as follows: for the MRAP participant group; level 1, there were six directors; level 2, seven assistant directors; level 3, sixteen department heads; level 4, eleven staff members. For the non-participant group; for level 1 there were nine directors; level 2, eight assistant directors; level 3, thirteen department heads; and level 4, ten library staff members. None of the members of either panel knew the identity of any other member on either their own panel or the other panel; nor were they aware of the fact that they were being compared against another panel. The participants knew only that they were responding to questionnaires to which there were other people also responding.

The pre-determined statistical consensus that had been decided upon was that if in two successive rounds with respect to one goal statement, the mode of the frequency of responses from the panel and the range of the frequency of responses did not change, it would be judged that statistical consensus had been achieved. There were other possibilities for determining statistical consensus, for example by using the mean or median and standard deviation. Our experience (Mann and Oldfield, 1977) had indicated this method of consensus determination to be highly satisfactory from both an ease of use and a quick resolution point of view.

The process of the rounds went as follows: the first round began with a letter and questionnaire being sent to all participants. A copy of that letter and questionnaire appears in the Appendix as Figure 9. The questionnaire was an open-ended questionnaire in that the respondents were given complete freedom to write down any goal statements that they thought would be appropriate for a management self-review process. This type of a self-review process had been explained to them in the letter. They were given space on one page to write thirteen goals, but they were not limited to that number. After receiving these questionnaires from the respondents, the goal statements for each group were analyzed. Throughout the analysis, each group was kept separate. There was no mixing of goal statements or adding of frequencies between groups. This was once again for the purpose of using one as an experimental group and the other as a control group.

In studying the responses of the first round from both groups, it was readily apparent that there was a great deal of overlap among the goal statements from each panel. In addition to overlap, there were so many statements

that it was apparent that not all of them should be included in future rounds due to the fact that respondents would quickly become weary from answering a lengthy questionnaire. Therefore, the goal statements were reduced to statements that contained a common theme; that is, a representative goal statement from one of the respondents was used to portray a similar idea shared by many of that group. This goal statement was chosen by the investigators. Thus, for the participant group, there were 57 goal statements included at the beginning of the second round, and for the non-participant group there were also 57 goal statements. The fact that the numbers were the same was unintentional.

The second round began with a letter of instruction and the 57 goal statements being sent to each of the two groups (each group of course receiving their own appropriate set). The respondents were asked to register their sense of agreement or disagreement with these goal statements on a five-part scale, ranging from strongly disagree to strongly agree, with neutral as the mid-point position (SA A N D SD). A copy of the letter and second round questionnaire for each group appears in the Appendix as Figure 10.

After receiving these second round responses, the answers were tallied and the frequency response was printed on another questionnaire and sent back to the respondents for a third round. In addition to the new third round questionnaire in which the respondents were once again asked to register their sense of agreement or disagreement, they were told in an accompanying letter that they should feel free to maintain their position or to change their position while considering (by viewing the frequency response) what the rest of the expert panel had said about that goal statement. They were also returned their own last response (round two) so that they could see what their last position had been with regard to that goal statement.

By the end of the third round, consensus had been reached on thirteen items for the participant group and thirty items for the non-participant group. These items were eliminated from the fourth round questionnaire. The fourth round questionnaire was similar to the third round questionnaire, with the exception of the items eliminated. Once again the frequency of responses from the third round was printed on the fourth round questionnaire. Returned to the respondents were their answers from the third round, telling them to respond with their sense of agreement or disagreement to each goal statement, taking into account what they had said in round three while considering the expert panel's frequency of responses. The fourth round ended with the receipt of the responses from each panel. Statistical consensus had now been reached in the case of the participant group in all but thirteen goal statements and in the case of the non-participant group, in all but twenty-eight goal statements.

For those elements that remained without consensus, the mean response was considered for each statement and that goal statement was included in the final list of goals if its mean was at a level of 3.5 and above, thus treating it the same as we did those goal statements for which consensus had been reached. Although consensus had not been reached for these goals, because of the continued strong positive responses received during rounds two through four, it is not believed that including these goals biases the results.

It is noted that the number of respondents in each round varied, always less than the maximum possible number of forty. The investigators used the decision rule that as long as the number of responses was above fifteen in each round, the process would continue. This variation in each round did

cause statistical consensus to be difficult to achieve in four rounds. The alternative of waiting until all forty panel members had returned their questionnaires could not be tolerated due to the lack of time. A table of the number of respondents in each round for each group appears as Table 8 in the Appendix.

At the beginning of the third round, upon viewing the second round responses, and the comments written by the panel members, it became clear that to continue with the experimental design in the purest of fashion was not possible. Many respondents viewed the goal statements as written by other members of their panel as inappropriate because such goal statements were not stated in a declarative manner. Some members of the panel were reluctant or unable to register strong agreement with a goal statement simply because of the way it was stated without regard to its substantive content. Others were reluctant to register agreement or disagreement because of content without regard for the way it was stated. Because of the difficulty in resolving these issues with a panel at long distance, it became necessary to modify the experimental design.

At this point, prior to round three, the investigators altered many goal statements so that they became declarative statements. They were not necessarily operational in nature, but, they did satisfy the concerns of the panel members. For example, prior to alteration, one goal statement read, "Identification of long and short range plans." This statement was changed to read, "Identify long and short range plans." In another case the question, "Does the existing system provide appropriate structures for staff involvement in formulating policy, operational planning and budgeting?" was changed to the statement, "Provide appropriate structures for staff involvement in formulating policy, operational planning and budgeting." All changes were of this nature.

Because of this intervention by the investigators, the hypothesis that participants in MRAP were better able to write operational goal statements than were non-participants was not tested. At that point it was decided to change the hypothesis to be tested to the hypothesis that participation in MRAP enabled an individual to produce goal statements that were appropriate to self review processes like MRAP. The goal statements as given by Webster (1973) were considered to be the standard model for testing appropriateness. Additionally, a qualitative analysis of the substantive content of the goal statements that would investigate differences between the two groups with a view toward what it was about the MRAP participation that produced those differences was contemplated. Therefore, commencing with round three, both panels received rewritten goal statements. Copies of the letters and questionnaires for each group for rounds three and four appear in the Appendix as Figures 11 and 12.

2. Presentation of Results

Following is the list of goals for each of the groups as they resulted from the last round. Each of these goals appears only if it had a mean response of 3.5 or above where 1.0 represented strongly disagree, 5.0 represented strongly agree, and 3.0 represented the neutral position.

The goals for the MRAP participant group as arranged by content category are as follows:

Organizational Effectiveness

1. Determine the efficiency of the organization of the library in relation to its resources and tasks.
2. Determine the extent to which the organizational structure defines lines of supervision and reporting relationships.
3. Determine whether organizational structure of the library is designed to produce the most effective results.
4. Define and describe the organization of the library.
5. Determine effective utilization of staff.
6. Create a more efficient and effective organization.
7. Review organizational structure to ensure that it is logical and efficient.
8. Recommend steps to improve management of the library in organizational practices, formulation of policy, long-range planning, leadership, staff development, and personnel administration.
9. Identify the mission of the parent institution and determine the extent to which the library is successful in supporting that mission.
10. Identify major problems in library organization and techniques for solving them.
11. Describe the structure and functions of each department and division of the library.
12. Develop criteria by which effectiveness can be measured.

Internal Communication and Information

1. Improve understanding of the way the library functions.
2. Improve communication between library administrators and staff.
3. Identify mode of library communication and its effectiveness.
4. Determine effectiveness of communication and management information systems.

5. Seek effective vertical and horizontal communication.

Management of Change

1. Develop realistic recommendations for improvement when disparities and deficiencies are found.

2. Recommend steps to improve management of the library in organizational practices, formulation of policy, long-range planning, leadership, staff development, and personnel administration.

3. Establish a time-table for evaluating the results of recommendations.

Management/Staff Relations

1. Determine the level of job satisfaction expressed by the staff of the library.

2. Evaluate staff attitudes toward jobs.

3. Determine amount of staff involvement in the decision-making process.

Managerial Evaluation

1. Evaluate effectiveness of supervisors.

2. Identify strengths and weaknesses of managerial structure.

3. Evaluate leadership of the library through all supervisory levels and make recommendations for improvements.

Planning/Policy/Goals/Objectives

1. Develop realistic recommendations for improvements when disparities and deficiencies are found.

2. Re-examine library policies or expose their absence.

3. Clarify objectives in order to improve library services.

4. Coordinate staff and administration efforts in determining library priorities in short- and long-range planning.

5. Establish relationship of library objectives to overall University directions.

6. Recommend steps to improve management of the library in organizational practices, formulation of policy, long-range planning, leadership, staff development, and personnel administration.

7. Identify the mission of the parent institution and determine the extent to which the library is successful in supporting that mission.
8. Change organization and resource allocation to fulfill the objectives of the library.
9. Describe the role of the library within the parent community.
10. State overall goals and objectives in written form.
11. Establish a mechanism for generating individual unit goals and objectives, as well as operating policy.
12. Analyze current and future trends affecting libraries.
13. Provide procedures for regular evaluation of the library.
14. Establish a time-table for evaluating the results of recommendations.

Problem Identification

1. Identify major problems in library organization and techniques for solving them.
2. Determine the library's problems from staff members and users.
3. Identify user needs.

Service Improvement and External Relations

1. Improve service to the patrons.
2. Clarify objectives in order to improve library services.
3. Define and suggest improvements of the products of the library.
4. Involve the complete University community and keep it informed of progress.
5. Determine if library has an effective information program for patrons.
6. Describe the role of the library within the parent community.
7. Identify user needs.
8. Provide procedures for regular evaluation of the library.

Staff Development

1. Improve understanding of the way the library functions.
2. Determine the level of job satisfaction expressed by the staff of the library.
3. Evaluate staff attitudes towards jobs.
4. Acquaint staff with new management techniques.
5. Develop staff awareness of the mission and objectives.
6. Acquire more knowledge of successful management techniques, their application in research libraries.
7. Develop staff expertise and experience in group processes, problem solving, decision-making, recommending, and reporting.
8. Broaden staff understanding of basic administrative problems and practices (e.g., personnel, budgeting, and public relations).

Availability and/or Appropriate Use of Resources

1. Determine the relationship between the library's resources and the library's task.
2. Determine the efficiency of the organization of the library in relation to its resources and tasks.
3. Determine resources available to the library.
4. Change organization and resource allocation to fulfill the objectives of the library.
5. Assess the effectiveness of space utilization in relation to staff efficiency and service quality.

The goals for the non-participant groups as arranged by content category are as follows:

Organizational Effectiveness

1. Establish a program for periodic review of the organization and functions of the library.
2. Improve understanding of relationships of library areas.
3. Develop or review the performance evaluation systems.
4. Seek new ways of evaluating performance and development of the staff.
5. Make explicit the decision-making structure and process of the library, particularly as these are applied to cross-organizational decisions.
6. Establish standards for organizational performance.

Internal Communication and Information

1. Improve communication between and within all levels of the library staff.
2. Identify communication problems and propose improvements.
3. Improve understanding of relationships of library areas.
4. Create an atmosphere of dialogue.
5. Identify information needed for a statistical monitoring system for library managers.
6. Identify deficiencies or lacunae in the information management needs.

Management of Change

1. Develop a mechanism to assure implementation and continued review.
2. Identify what the review is expected to accomplish.
3. Formulate recommendations, establish priorities, and time-frame for the review.
4. Write a report of the findings.
5. Clarify the process for introducing change in the library.

6. Increase staff input into the decision-making process.

7. Develop management alternatives.

Management/Staff Relations

1. Develop a feeling of "team" and "teamwork."

2. Provide appropriate structures for staff involvement in formulating policy, operational planning, and budgeting.

3. Identify sources of management and employee conflicts.

4. Identify chief irritants in working environments and proposed solutions.

5. Create better working relationships and build up trust.

6. Create an atmosphere of dialogue.

7. Define the extent to which staff, faculty, students, administrators, and others participate in planning and decision-making.

8. Increase staff input into the decision-making process.

Managerial Evaluation

1. Develop or review the performance evaluation system.

2. Investigate functions of top management, assess them, and make recommendations for improvement.

3. Develop a matrix to describe personal and professional quality of individuals in leadership roles of the organization.

Planning/Policy/Goals/Objectives

1. Identify goals of the institution and identify areas in which these goals are not met and why.

2. Identify and define goals of the total library program.

3. Review the mission, objectives, and goals of the library to see if they are written down, understood by the staff, accepted by the staff, and reviewed and updated on a regular basis.

4. Develop a broadly shared and comprehensively articulated conception of the purpose of the library.

5. Develop, clarify, and specify objectives for the library as a whole and all the major departments and units.

6. Identify long- and short-range plans.

7. Provide appropriate structures for staff involvement in formulating policy, operational planning, and budgeting.

8. Identify what the review is expected to accomplish.

9. Formulate recommendations, establish priorities, and time-frame for the review.

10. Identify problem areas and develop methods to overcome obstacles.

11. Re-define the mission and objectives.

12. Define the extent to which staff, faculty, students, administrators, and others participate in planning and decision-making.

13. Increase staff input into the decision-making process.

14. Clarify the library's role in the university.

15. Establish uniformity of policies.

Problem Identification

1. Identify communication problems and propose improvements.

2. Identify user needs and the extent to which they are being satisfied.

3. Identify goals of the institution and identify areas in which these goals are not met and why.

4. Identify strengths and weaknesses of the institution.

5. Identify chief irritants in working environments and propose solutions.

6. Identify problem areas and develop methods to overcome obstacles.

7. Identify environmental pressure within and without which affects activities.

8. Seek suggestions for changes in programmatic operation.

Service Improvement and External Relations

1. Identify user needs and the extent to which they are being satisfied.

2. Improve communication channels between the library and otherparts of the university.

3. Identify users of the institution.

4. Provide analysis techniques for measuring the success with which the staff and the organizational pattern of the library are able to exploit the collection in order to serve users.

5. Seek new ways of evaluating performance and development of services.

6. Improve faculty and student relations with the library.

7. Clarify the library's role in the university.

8. Seek suggestions for changes in programmatic operations.

9. Create reliable measuring device for testing the collection effectiveness.

Staff Development

1. Investigate how career paths, promotions, salary increases, and continual education encourage and develop library staff.

2. Provide appropriate structures for staff involvement in formulating policy, operational planning, and budgeting.

3. Seek new ways of evaluating performance and development of the staff.

4. Encourage and reward creative problem solving.

Availability and/or Appropriate Use of Resources

1. Provide analysis techniques for measuring the success with which the staff and the organizational pattern of the library are able to exploit the collection in order to serve users.

2. Study costs and benefits.

3. Create reliable measuring device for testing the collection effectiveness.

4. Supply guidelines for the use of funds in collection development.

3. Discussion of the Goals-Delphi Exercise

Tables 9 and 10 indicate the frequency with which the goal statements match a preassigned content category and the goals of MRAP. The data from these tables were used to test the hypotheses that there were no differences between the two groups with respect to the frequencies with which their goal statements matched either the MRAP goals or the preassigned content categories. Using a Chi-square contingency table test for independence the null hypothesis could not be rejected at the .05 level in either case (X^2 = 8.14, 7 d.f.; X^2 = 9.51, 9 d.f.). The implication is that the MRAP participants and non-participants were no different in the expressed goal statements. The content of their goal statements was similar and that content matched the OMS goals for MRAP to a degree that could not be distinguished between groups.

With respect to the impact that MRAP might have had on imparting differences in the content of written goal statements the analyses indicate no impact. This suggests that the MRAP goal of improving managerial and analytical capability among various levels of staff was not achieved in the area of goal setting. However, both groups were able to reach agreement on a set of goals that were not unlike those created by OMS. Therefore, we must conclude that the goal setting capability was there initially and not altered by MRAP. Alternatively, the statement can be made that both groups were equally capable of setting goals after they were instructed in the process.

F. The Effect of Authoritarianism

1. Background

In the early 1950's, some social psychologists became interested in the effects of different personality types on relationships between members of groups. Specifically, researchers such as Kurt Lewin, Robert White and Theodore Adorno hypothesized that an authoritarian personality type exists which can be quantified and measured, and that on a continuum, "authoritarian" type people will behave significantly different than "democratic" type people, particularly in group situations. It should be noted that "authoritarian" and "democratic" leadership styles are loosely defined and not meant to be derogatory or insulting.

Adorno and his colleagues (Adorno, Frenkel-Brunswik, Levinson, 1950) suggested that extremely authoritarian persons have the following characteristics: (a) they are rigid in their beliefs; (b) they hold "conventional" or "conservative" value systems; (c) they tend to be intolerant of weakness in themselves and others; and (d) they are punitive, suspicious and respectful of authority in general to an unusual degree. Adorno, et. al. (1950) developed a scale to measure where an individual falls along the authoritarianism continuum. This instrument called the California F scale, measures the extent to which a person agrees or disagrees with items such as:

1. One main trouble today is that people talk too much and work too little.

2. I set a high standard for myself and I feel that others should do the same.

3. In order for us to do good work, it is necessary that our bosses outline carefully what is to be done and exactly how to go about it.

Respondents in studies utilizing this scale are asked whether they strongly agree, agree, feel neutral, disagree or strongly disagree with a

series of statements similar to those presented above. From the responses, an "authoritarian score" can be calculated which shows where the respondent falls with regard to the authoritarian - democratic continuum.

The concepts of authoritarianism and the authoritarian personality have been applied to various areas of interest, including studies of the effectiveness of various leadership styles. In two such studies Lewin, Lippett and White (1939, 1952) altered leadership techniques utilized by adults who were supervising handicraft clubs for eleven year old boys. These clubs were given successive exposure to several prescribed styles of leadership. For example, in one instance, the adult leader was "authoritarian": that is, he determined the policies, procedures and activities for the group while remaining distant and somewhat unfriendly. In another leadership style, (termed "democratic") the adult strongly encouraged individual participation by club members by being friendly and helpful and giving assistance. The adult in the third leadership style allowed members to decide activities and kept his own suggestions to a minimum (termed "laissez-faire" technique).

The results of this experiment suggested that the adult leadership style significantly affected the resultant behaviors of group members in spite of individual differences existing within the various groups and specific personality differences between the adults. There was a significant effect for order: that is, although all groups received each leadership style eventually, the one to which they were subjected first affected their later behavior. For example: "One club reacted fairly passively under an authoritarian treatment; but after experiencing the democratic technique, its members were discontented with the return to authoritarian treatment" (Sherif and Sherif, 1969, p. 178).

Anderson (1963) suggested a relationship that exists between leadership style and group behavior: "The evidence available fails to demonstrate that either authoritarian or democratic leadership is consistently associated with higher productivity. In most situations, however, democratic leadership is associated with higher morale . . ." (Anderson, 1963 quoted in Sherif and Sherif, 1969, p. 178, emphasis in original article).

2. The Present Research

Based on the authoritarian literature described above, it was hypothesized that there would be an associative relationship between the leadership style (ranging from "authoritarian" to "democratic") and the success of the MRAP process in the library. Consequently, a scale to measure the degree of "authoritarianism" of each library director was developed. This scale was created using questions from established psychological scales including the Status Concern Scale (Kaufman, 1957); the Rotter Internal/External Scale (Rotter, 1966); The California F Scale (Adorno et. al., 1950); The New F Scale (Webster, Sanford and Freeman, 1955); and the Pensacola Z Scale (Jones, 1957). The following directions were given:

> Below are statements about how people think and feel including how you might think and feel in a given situation. Beneath each question is a scale ranging from Strongly Agree to Strongly Disagree. If you strongly agree with the statement, circle the words Strongly Agree; if you only moderately agree, circle agree; if you moderately disagree, circle Disagree; and if you strongly disagree, circle Strongly Disagree. If you are undecided or are not sure whether you agree or disagree, circle the word Neutral.

The following seventeen items were then presented:

In order to merit the respect of others, a person should show the desire to better himself.

Ambition is the most important factor in determining success in life.

Many of the unhappy things in people's lives are partly due to bad luck.

In the long run, people get the respect they deserve in this world.

Without the right breaks, one cannot become an effective leader.

In my case, getting what I want has little or nothing to do with luck.

Who gets to be the boss often depends on who was lucky enough to be in the right place first.

What happens to me is my own doing.

One main trouble today is that people talk too much and work too little.

In order for us to do good work, it is necessary that our bosses outline carefully what is to be done and exactly how to go about it.

I always see to it that my work is carefully planned and organized.

I find that a well-ordered mode of life with regular hours is congenial to my temperament.

I would rather be a steady and dependable worker than a brillant but unstable one.

I don't like to undertake a project unless I have a pretty good idea as to how it will turn out.

I set a high standard for myself, and I feel others should do the same.

I like a tightly organized group.

I like instructions to be specific.

3. Analysis of the Evaluation Questionnaire

Eleven library directors completed the authoritarianism scale. Each item was scored from 1 - 5, and the highest possible total score was 85. The actual scores ranged from 46 to 73, with a mean of 54.9. Eight scores fell within one standard deviation on either side of the mean. The individual scores were then compared with the participants' responses to the MRAP evaluation questionnaire in order to assess the relationship between leadership style and the library director's feelings of success or failure of MRAP using Pearson's correlation coefficient. Out of 23 questionnaire items, three were found to have significant correlations, and two items showed trends. Specifically, the items showing significance were:

(1) "Has the work attitude (in general) of the staff changed since the library went through MRAP?" The correlation coefficient was $r = -0.75$, d.f. = 2, $p = .006$. This suggests that the more authoritarian the director the more he or she tended to feel that the work attitude had deteriorated significantly.

(2) "As a result of the MRAP experience, have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of the librarians and other employees of the library?" The correlation coefficient here was $r = -0.58$, d.f. = 2, $p = .039$. This means that the more authoritarian library directors felt that the morale had worsened after undergoing MRAP while the more democratic directors felt that morale had improved. These data are highly consistent with the Anderson research discussed above, suggesting a clear relationship between leadership and levels of morale.

(3) "No internal review, such as MRAP, can have a significant impact on an organization." The coefficient with authoritarianism for this question was $r = -0.75$, d.f. = 2, $p = .003$. This suggests that the more democratic leaders tended to believe that an internal review procedure can indeed affect an organization while those who were more authoritarian did not feel that internal review measures could be effective.

(4) "In your assessment, were the results of MRAP, overall, worthwhile or not?" The correlation coefficient here was $r = -0.44$, d.f. = 2, $p = .083$ (a trend towards significance). This seems to suggest that authoritarian leaders believed the results of MRAP not to be particularly worthwhile, while the democratic leaders felt the results were basically worthwhile.

(5) "Do you think that MRAP was, in general, a successful process or not?" The coefficient for this question was $r = -0.46$, d.f. = 2, $p = .074$ (a trend towards significance). This seems to imply that democratic leaders viewed the MRAP process as successful, while more authoritarian leaders saw MRAP as somewhat less successful.

The authoritarian score of the library director was tested against the mean response of library managers to the question, "As a result of the MRAP experience, have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of librarians and other employees of the library?" The Pearson's correlation coefficient was $r = -.87$, d.f. = 2, $p < .01$. This suggests that as authoritarianism increases, the managers tend to perceive

that morale decreases as a result of MRAP. Again, this is in keeping with the Anderson research cited above. A similar test was performed for the mean responses of the library staff, to the morale question, but the resultant coefficient was not significant.

Selected questions from the evaluative questionnaire were tested with authoritarianism using a Pearson correlation coefficient. The questions asked of the library directors, managers, and staff were: (1) "In your assessment, were the results of MRAP, overall, worthwhile or not?"; (2) "Do you think that MRAP was, in general, a successful process or not?"; (3) "No internal review, such as MRAP, can have a significant impact on an organization." Institution administrators were also asked question number 3 above concerning their perceptions of the impact of internal review programs. The item, "No internal review, such as MRAP, can have a significant impact on an organization" has been discussed with regard to library directors above and the results for library managers and staff are consistent with those of directors. That is, disagreement with this question increased as authoritarianism decreased $r = -.45$, d.f. = 9, $p = .08$, indicating a trend). This also held for the staff $r = -50$, d.f. = 9, $p = .06$, also a trend). No significant results were found for the other questions asked of staff, directors and administrators.

In sum, it can be seen that several questions on the MRAP evaluation questionnaire were significantly correlated with authoritarianism. Of particular note is the morale issue. On the basis of this sample, it appears that as the level of authoritarianism of the library director increases, both of the upper echelons of personnel (i.e., directors and managers) perceive significant decreases in the staff morale. These findings are consistent with previous

research. The MRAP process is, by nature, democratic and it requires input from staff group problem-solving and participation from all levels of management and staff. Thus, it is not surprising to find that some items of the evaluative questionnaire correlate significantly with the leadership style of the library director. It must be kept in mind, however, that less than one-fourth of the items on the questionnaire correlated significantly or nearly significantly with the obtained authoritarian score. This may be due to several factors, including: (1) a lack of clear differentiation between leaders with regard to authoritarianism, that is, most of the leaders were close to the mean; few were clearly "authoritarian" or "democratic"; or (2) the possibility that leadership style is not a component which significantly affects or alters the success or failure of an internal self-review process such as MRAP (leadership is discussed further in Chapter IV); or (3) weaknesses in the construction of the authoritarian scale.

G. Assessment of Impact

The data from the questionnaires and interviews when taken together indicate that, overall, MRAP was moderately successful in achieving the goals for self-review as established by the Office of University Libraries Management Studies. However, there was no paucity of criticism and there was diversity of opinion among library directors, managers, and staff. Directors and managers consistently concluded more strongly in all areas than did the library staff that MRAP was a success. The other data, from the Organizational Profile, the authoritarian questionnaire, and the goals-Delphi process, are more inconclusive. There are few data from these aspects of the study to conclude that MRAP improved individual goal setting

capabilities or changed attitudes toward the organization. Also, although there was some significant correlation between the level of authoritarianism on the part of the director and perceptions of the success of MRAP, it was not extensive.

The attitudes of various segments of the library staff, and changing those attitudes, have been prime targets of MRAP. In 1973 an interim assessment of MRAP was conducted by the OMS staff and it was concluded that "building staff receptiveness to change and a staff attitude that values improvement is by far the most distinctive accomplishment of the Program." This assessment by OMS also concluded that "in most instances, staff/management relations have been helped by an honest, candid examination of problems present." (Webster, 1973) A more extensive evaluation has not been able to prove conclusively that as a direct result of MRAP, attitudes were changed although it has shown that most individuals perceive positive changes. Much of the analysis and the following conclusions are based on <u>perceptions</u> of changes and improvements as reported by individuals.

The importance of perceived change should not be discounted. In fact, in some cases, the perception of change is equally important to the actual change taking place. A somewhat trivial example of this point would be if one were to perceive a room as being cold and put on a coat to protect against that cold. Even though the individual's actual body temperature had not changed, the act of putting on the coat is the same as the act that would have taken place if the individual's body temperature had gone down. Thus, the perception in this case was equally as important as the physical change, in that the behavior that took place because of the perception was the same as that which would have taken place had there been an actual physical change in the individual.

In the introductory sections of this report, it was noted that assessing changes in attitude is very difficult. McCandless states that in management research this area "is still rather foggy, from the point of view of there being solid research results which can suggest specific effective steps for the Library and which Library staff might not have thought of on their own." He suggests, "three main points related to the success of the implementation phase:"

> (1) The evidence suggests that both senior management and MRAP groups have attitudes which are targets for change: organizational effectiveness may dictate that senior management shift its attitudes toward participation, while staff shift their attitudes on confidence in management. How this is achieved may depend on whether and how new beliefs can be created about the objects of people's attitudes and whether different values can be attached to those beliefs by those who hold them. (2) Sequential steps should be laid out which show participants in the implementation process that there are personal payoffs to trying out new ways of relating to others. If the successes outweigh the failures in these attempts then one can expect shifts in attitude. (3) Once a new condition has been reached, the reward system of the Library (or that emanating from the University) must be seen continuously to support the new condition as well as the earlier steps taken toward it. (McCandless, 1976)

A large majority of the individuals who were interviewed stated that changing staff attitude was, as one person stated, MRAP's "most pos[illegible] contribution." Many interviewees believed that MRAP had a significant impact on attitude, resulting in a more open feeling on the part of the staff and heightened general awareness of the need to communicate. In the opinion of one library director,

> There is a somewhat different spirit here. This is not to say that the staff is always wildly enthusiastic about everything the managers do or that we, in turn, feel that every staff member is performing to his maximum. But I think there is more awareness on the part of the staff that management is not a thing apart but is the sum of all of our activities in a sense. And there certainly is a better awareness on the part of the administrative staff that people are capable of contributing more than their specific job

> might call for; that there are surprising strengths that are revealed by this process that might not otherwise come to light. That one I think was one of the principal revelations made: to find the staff members at all levels had something more to contribute than their specific assignment might have indicated. So I think we see one another more clearly and are a little bit more supportive of one another.

Of course, there were many who felt there had been no change, only partial change, or a change for the worse as a result of MRAP but over half of the interviewees believed its effect on attitude was positive. The majority of those interviewed represented middle or top management and it might be argued that their perception of MRAP's effect on attitude is due to management's isolation from staff. Or, it might also be argued that these individuals were most directly involved in MRAP and they assume (perhaps not very accurately) that the rest of the staff was as affected by MRAP as they were. There probably is an element of truth in both of these arguments but there are other aspects of this question that deserve further consideration. Most of the interviewees who believed MRAP had a significant impact on attitude also emphasized the value of the process of MRAP in stimulating understanding, improving staff awareness, and so on. It also could be concluded that the process of talking about problems openly and discussing solutions mutually has a useful effect but there is little evidence that it can change fundamental attitudes. Several study participants did state that, in their opinion, it is virtually impossible to change attitude. It may also be possible that the positive attitudes and effects that were noted were only temporary and that at the end of the process and, at least for a while, during implementation, morale, attitude, and interpersonal relations were at apparently improved levels. This may help to account for the few significant changes found in the Organizational Profile noted earlier.

V. Conclusions and Recommendations

Having discussed the methods used, we will now assess their adequacy in evaluating the impact of MRAP. The questionnaires provided a great deal of data and the researchers conclude that these data yielded usable information. However, these data are possibly open to the criticisms already discussed concerning the problems of non-random selection and trying to assess attitude after the fact. The use of in-depth interviews is a fairly common technique in social science research and has been quite successful in certain circumstances. The main risk with this technique is the possibility of interviewer bias. It was recognized in the design of the study that this problem had to be minimized as much as possible. As a former MRAP Study Team chairperson, the interviewer had to be on guard at all times to avoid leading the interviewees or introducing his own personal views. Leading the interviewees may not have occurred, but a small amount of bias was anticipated. It is hoped that the composition of the research team, with a librarian and two non-librarians, provided the necessary objectivity to compensate for this problem. An alternative that was considered in the design of the study was to have one of the non-librarian researchers conduct the interviews but the pre-test at Penn State indicated (and later experience confirmed) that librarians would feel more comfortable discussing library concerns with another librarian.

As we have seen there were definite differences in perceptions of the impact of MRAP between the various levels of staff who answered the questionnaires. Different interpretations of the effectiveness of MRAP were more or less expected. Top management, primarily the director of libraries, had a set of expectations for the MRAP process, otherwise he or she probably

would not have initiated their library's involvement in it. The director measured the impact of MRAP against this set of expectations, which tended to focus on management concerns and the concrete results when gauging its effectiveness. Other members of the library staff, especially those quite removed from management, had a slightly different set of expectations regarding MRAP. It appears that they tended to concentrate more on the issues of communication, participation, personnel administration, and staff development and did not place the same value on purely management issues. There was, however, more common agreement among various levels of respondents regarding the MRAP process itself. In general, the conclusion is that the MRAP process was, on the whole, viewed as moderately successful by those libraries that participated in this study. However, this success was primarily in the area of staff development while the other aspects of MRAP were viewed less favorably.

Although the majority of study participants expressed basic satisfaction with MRAP, they made many criticisms, comments, and suggestions that have not yet been discussed. The respondents to the questionnaires and the interviewees were all asked for their recommendations to improve or modify MRAP. Many of their criticisms and suggestions have been incorporated into the following recommendations. It should be noted, however, that there were considerable differences of opinion on nearly all issues. For virtually every recommendation made by a study participant a counter-suggestion was recommended by someone else. In general, certain patterns and common areas of concern emerged and these, combined with the investigator's evaluation and analysis form the substance of this section of the report. Since it is difficult to make recommendations regarding a process that is viewed as

generally worthwhile, the emphasis in the recommendations section will concentrate less on its specific aspects and more on some possible general modifications to MRAP and some suggestions for prospective participants. Many of these recommendations are fairly broad and general because of the need to consider their applicability for a possibly wide variety of future participants. Many of these, it should also be noted, are made in the MRAP "manual" (Webster, 1973b) but they may not have been sufficiently understood or accepted by some participants. In such instances, they should be emphasized more strongly. For the sake of convenience, the recommendations are arranged in approximate chronological order: pre-MRAP, the MRAP process, implementation, and post-MRAP.

A. Pre-MRAP

By far the most frequent criticisms of MRAP and the recommendations most often made related to the problems with the amount of time that it took to conduct the program. One interviewee's comments were fairly typical: "Many staff members were sick and tired of MRAP by the time the study was finished." Many respondents and interviewees expressed a desire "to make it faster," for more flexibility, to reduce trauma, to lessen fatigue, to reduce the burden on fellow staff members in the library, and to make the process somehow smoother. Related to this concern over the problem of time was a frequently expressed criticism that the process of MRAP was very complex and the staff was not sophisticated enough to cope with it. Therefore, it is concluded that the period before a library actually goes through the MRAP process is important and may not have received sufficient emphasis from some MRAP participants.

1. The Decision to Participate in MRAP

This decision was usually arrived at in a variety of ways, ranging from a primarily administrative decision to a highly consultative choice. The investigators conclude that this decision is too important for the library to be handled casually or informally. Extensive discussion of the MRAP process itself, of the problems of the library, the state of the university, future goals, staff expectations, and the like, among all levels of the library staff, should be conducted prior to a decision to participate in MRAP. Problems of misunderstanding between staff and administrators, unduely high and misunderstood expectations for MRAP, and differing views of its purpose ought to be avoided at the start in order to make the process more meaningful and less traumatic. In regard to unduely high expectations, in the pre-MRAP phase prospective participants should be aware of, and give careful thought to, the fact that, on the average, most MRAP libraries have implemented only 60 to 70 percent of the recommendations made. The amount of time required, the manpower needs, and the effect on all staff members, including those not participating in the study, should be analyzed well in advance and a process of negotiation conducted between top management and the staff at large. Many libraries have utilized extensively the services of the OMS staff at this point. Their advice is invaluable.

2. Diagnosing the State of the Library

Before making a decision to participate in MRAP, many factors need to be taken into account. An assessment of the present state of the library is

imperative if needed changes or improvements are to be identified, problems solved, and if a systematic evaluation of the impact of these changes is to be possible. It has been stressed before in this report that, in any organization development activity, there is crucial need for as much "hard" data as possible before the process of introducing change is begun. Many of the study participants made recommendations regarding this aspect of MRAP; they suggested a pre-MRAP investigation which would ask several questions: Is it the right time? What are the outside problems and pressures facing the library? Is the staff interested, prepared, amenable? What is the state of the staff's morale? Will the necessary time be available? How much will it cost? Are interpersonal relations satisfactory? What is the director's management style? What is top management's attitude toward MRAP? Is the director new? What should be the goals of MRAP? What are our needs?

Many other questions are possible to raise but the point is that it seems more logical to ask them before MRAP rather than after beginning the process. The most important value of a pre-MRAP diagnosis would be to assist in making a decision as to whether or not to go through with the self-review. During the course of MRAP, participating institutions are asked to conduct a needs assessment survey, to do an environmental analysis, to evaluate the management climate through use of a modified Likert organizational profile, and to discuss goals and objectives. So the guidance for diagnosing the state of the library is readily available. The use of the Organizational Profile is recommended as a diagnostic tool but not necessarily as an evaluation tool for determining attitude change in the library unless the intervening factors can be more carefully controlled. The reasons for this recommendation have been discussed elsewhere in this report.

Most libraries would benefit from a needs assessment survey, an environmental analysis, evaluating management climate, and discussing goals and objectives but they need not be directly related to MRAP. Much of this diagnosis could be conducted without the pressures of meeting deadlines and in a more relaxed atmosphere. It is possible that after conducting these studies, a library might conclude that it does not need MRAP after all. If the conclusion, however, were to commence MRAP these data would help to focus the study and the MRAP process could concentrate more on the analysis, recommendation, and implementation phases, hopefully reducing the problems of time, trauma, and fatigue heard so often.

3. Identification and Analysis of Problems and Needs

Simply compiling statistics and conducting studies is, of course, only part of the process. These data need to be carefully analyzed and problems and needs identified. It is at about this point that a decision to participate in MRAP can best be made. This decision should be based on the conclusion that the problems and needs have been thoroughly identified and are amenable to solution by the application of the MRAP methodology. Also, this decision should be discussed and negotiated by top management with the staff at large so that all are more-or-less agreed as to what the program will be studying. Once appointed, the Study Team has a great deal to learn and to do. If it has sufficient data and analyses of these data at the beginning, its task should be simplified.

4. Identification of Goals and Objectives for Self Review

It appears that most of the libraries participating in this study attempted to identify problems and to plan the review and analysis in an open fashion. But, it also appears that this was not a universal approach. In at least two instances, the director and the staff had greatly different and conflicting goals for the MRAP process. One director, for example, viewed MRAP as almost entirely a learning process, a tool for staff development. This aspect of MRAP has been highly rated by both staff and management. However, the staff at this particular institution saw the purpose of MRAP as the identification of specific problems and recommendation of solutions which, when adopted, would change and improve the management of the library. Clearly, in such a case, misunderstanding, confusion, and dissatisfaction are predictable results.

It is understandable that in a large organization, such as a research library, the various groups represented by the director, the management and staff, and the institution administrator would have different views regarding the goals of the library, management, and self-review. We have already seen the different goals of two groups of individuals in section IV.E. on the goals-Delphi procedure. Institution administrators were asked to rank order a given set of goals for research libraries. The results are listed as part of Table 5 of the Appendix. Library directors were asked, "You agreed to participate in MRAP, undoubtedly with some goals in mind. What were those goals?" Their answers are categorized in Table 11 of the Appendix. The point of these examples is that, prior to undertaking MRAP, an attempt should be made to identify these goals, then analyze them, and if possible, reconcile differences of opinion. Once the decision has been made to participate in

MRAP (based on an analysis and identification of problems and needs) the first step should be to identify the goals and objectives of the process.

The literature in the field of evaluation research emphasizes the need to clearly specify program objectives and desired results and agree upon definitions in the beginning. If it is not known what MRAP was intended to do, how will it be determined accurately whether or not it was successful? Given the enormous staff commitments and costs in time and energy, every library planning on MRAP should build in an evaluation mechanism from the beginning and this must be intimately related to clearly stated and agreed upon goals and objectives. As one library director said, "one of the more important keys to understanding MRAP comes from looking at the process and its impact on the library and its staff." This cannot be done meaningfully without an analysis of the "before" state of the library as well as the "after" state.

Suchman (1967), who is a leading authority on evaluation states that the "most identifying feature of evaluative research is the presence of some goal or objective whose measure of attainment constitutes the main focus of the research problem. Evaluation cannot exist in a vacuum." He asks the following questions which everyone going into MRAP should be prepared to ask: (1) What is the nature of the content of the objective? (2) Who is the target of the program? (3) When is the desired change to take place? (4) Are the objectives unitary or multiple? (5) What is the desired magnitude of effect? and, (6) How is the objective to be attained?

It is recommended that each library preparing to launch into MRAP establish its set of goals and objectives through the use of a goals-Delphi procedure. For each library the members participating in this exercise should represent all levels of library management and staff and all major organizational components. This process has been outlined elsewhere in this report.

5. Training and Orientation of the Staff

A frequent criticism of MRAP was that it spent entirely too much time on orienting the staff after MRAP began at a time when more emphasis should have been placed on its other phases. After the problem of time, the next most frequent area for recommendations from study participants concerned the idea of training before MRAP. One study participant stated that the methodology and the process of MRAP are so elaborate that they divert attention from its substance. A way of coping with this problem would be to train and orient staff members in such matters as group dynamics, problem-solving, and management concepts before actually beginning the process of MRAP. There are many group exercises and training methods that are available in these fields. Many of the chairpersons at their Washington orientation sessions were introduced to a few of these techniques by the OMS staff, some of which they shared with their study teams later. There was not complete agreement on this idea, but many participants recommended more emphasis on early staff preparation. It was stated, and the investigators agree, that this should help to resolve some criticisms of MRAP; namely unsophisticated recommendations, too much time spent "spinning our wheels," a need for more substantive evaluation, and a tendency to have to rush in order "to catch up" in the final phases. A useful way of doing this would be to have the Study Team and, perhaps the Task Forces and others, participate in some group problem-solving exercises under the guidance of the OMS staff.

B. The MRAP Process

During the course of the personal interviews the investigators were informed of many ideas relating to the process itself. Following are some comments and recommendations related to those interviews:

1. A "Selective" Versus A "Total" Approach

Several participants in this study commented that their staffs were better oriented and more aware of problems and, thus, they had different kinds of concerns than some other libraries. They argued for a more selective process, as opposed to accepting MRAP as it is set up (a "total" approach). Their view can be summarized as: MRAP should not be "all or nothing;" you should identify the main problems and negotiate with the staff as to which ones to concentrate on, addressing the most important problems first. Implied in this idea is that some aspects of MRAP (management information was particularly criticized) might be omitted or perhaps tailored for the individual institution. The notion of a selective approach was discussed with several interviewees. Their responses were about evenly divided for and against. Those opting for the total approach cited the need for staff training in all aspects of management, the importance of staff development, and the need to find some good things to say about the library and not just make criticisms. The proponents of the selective approach emphasized its possibilities for speeding up the review process by not getting bogged down with less important matters.

There are persuasive arguments for and against a selective approach, but a great deal depends on the institution. If its goals for self-review are fairly well-articulated, if its staff is somewhat sophisticated in the techniques of group problem-solving, and if the major problems can be identified and mutually agreed upon, then a selective approach seems to have many desirable aspects. If, however, one of the main emphases is to be widespread

staff involvement or staff development, then the process as specified in the MRAP "manual" would seem the best alternative. Another thing that must be considered, and this is why the investigators stop short of recommending either approach, is that departing from the established MRAP process does run the risk of incurring substantial delays due to "reinventing the wheel" or adding additional costs. One library, taking the alternative route, required nearly three years to complete the MRAP process. The implications of this need careful consideration by those involved and the decision as to which approach to make should be made at the beginning, not during the course of the MRAP study.

2. Selection and Training of The Study Team and Task Forces

A topic that came up several times in the open-ended questions and in the interviews was the selection and training of the study team, the chairperson, and the task forces. It was noted by some that there is a need to pay closer attention to the selection of these individuals. One librarian asked the investigators to "stress the importance of appointing the best staff members to the study team and task forces." On a more negative note, another librarian stated that "a director can sabotage MRAP by appointing weak personnel." The question is one of staff representation versus ability. The view is that the "best staff," (best, that is, in the eyes of someone) will produce a better analysis, report, and recommendations. This is probably true but it must be considered in terms of the library's goals for self-review. If the education, or "consciousness-raising," of the staff is a major goal then representativeness as a criterion for selection deserves equal weighting with ability.

Some other recommendations from the study participants included having more senior management on the study team and giving the chairperson released time to do a more thorough job. These things were done by some libraries and not by others but the differences between them are not obvious to the outside observer. The most important considerations in selecting the various MRAP groups are not so much the details of selection but what these groups are expected to do. One librarian commented perceptively that "the study team, which is the basic building block of the program, must clearly understand MRAP and what it should do for the institution. Lacking this clear understanding, the program may not fulfill staff expectations and lead to a situation that is even less desirable than that which preceded the study effort." It is clear that selection is important and the development and functioning of the study team and task forces take considerable time. One director declared that "we made some mistakes in appointing members to some task forces." The best advice that can be given is that this aspect of MRAP should receive extreme care from the participating libraries, bearing in mind the needs of the institution and the eventual goals of the self-review process.

3. Role of Directors

Among the participants in this study there was a definite dichotomy of opinion concerning the appropriate role of the library director during MRAP. Many believed that the recommended role of non-direct involvement was proper. One director stated that he carried out those responsibilities assigned to him: "In general I tried to support the effort but not to dominate it or to

interfere with it." Other librarians concluded, however, that the directors were not involved enough; their awareness needed raising and they needed orientation along with the study team and task force members. Indeed, one director who was not an active participant, concluded that "this was a mistake." Although there were strong differences of opinion as to the proper role of the library director, there was a widespread belief among library directors, librarians, and staff that the director's role in the process, whatever it was, is crucial. "The team certainly recognized that my leadership style was an important factor influencing the nature of the report" wrote a library director.

The director's role in MRAP has usually been passive and "apart from the process." However, no self-review process has a chance of succeeding if top management does not understand, or worse, does not care what the process is doing or where it is heading. For example, several library directors who were involved with MRAP did so immediately prior to retirement. As a result, there was often a hiatus until a new director was appointed. In the interim, many of the interviewees have since concluded, much of the impetus for change was lost and commitment to MRAP among the staff declined. Sometimes the new director did not agree with the MRAP report's recommendations or was not entirely sympathetic to MRAP and these views also caused problems.

The management literature indicates that to effect decisions as they have resulted from an extensive analysis of the organization, such analyses must involve the decision maker. Watson (1969) writes that "resistance [to change] will be less if administrators . . . feel that the project is their own -- not one devised and operated by outsiders. Resistance [to change] will be less if the project clearly has wholehearted support from top officials of the system."

Therefore, it is recommended that the MRAP process be modified to insure a role for library directors that would include their being continually informed and aware of all activities.

4. Role of the OMS

The role of the OMS staff has been one primarily of advice and coordination with participants past and present. Its more direct involvement in MRAP has varied as the program has developed and as the number of participants in each phase also has varied. Recently, only one library at a time has gone through MRAP, facilitating a much closer interaction with OMS. This close relationship is quite desirable according to many interviewees and other participants in this study. One of the most frequent recommendations to improve MRAP called for more direct advice and guidance from the OMS staff before, during, and after MRAP. It was felt that the study team and, especially, the chairperson would benefit from a more extensive training in management concepts and principles and group problem-solving methods that ought to be provided by the OMS.

The fundamental principle of MRAP is that it is an "assisted self study." The OMS staff provides advice, guidance, and interpretation of the Manual and tries not to interfere with the self-study aspect. However, many participants have commented that they were unsure of themselves, especially in the beginning, that it took them a long time to become oriented to the process, and that the "manual" had many limitations. They criticized the Manual as being too long, too difficult to interpret, "too much a cookbook," too full of

jargon, and in general overwhelming and redundant. The investigators conclude that, on the whole, most MRAP participants would benefit from more direct involvement with the OMS. Their advice, their training, and the sharing of their expertise would go a long way toward smoothing the process and avoiding some of the problems into which some libraries have found their way. The preceding recommendations concerning the pre-MRAP state and the early phases of MRAP would be particularly facilitated by the more direct participation of OMS.

C. Implementation

By far the subject generating the most negative comment in this study was the problem of implementation. Virtually all participants in the study had criticisms and recommendations to make in regard to this phase of MRAP. One librarian's comments are fairly typical: ". . . we may have bogged down when it came to implementation. In general I feel this aspect was very poorly handled. While MRAP was a group study, implementation became an administrative prerogative and caused no end of difficulties as well as probably becoming basically ineffective." Several critics of implementation said that the recommendations were too theoretical, not concrete enough, too far-reaching, and naive. It was also said that the scheme for implementation was too grandiose, that implementation committees went in different directions than study teams, responsibility for implementation was not clear, and some issues divided the staff. The problem most often cited by interviewees as affecting implementation negatively was turnover in personnel. This turnover of staff

and management resulted in personnel shortages, loss of knowledge of MRAP, a breakdown in implementation plans, lack of progress, and difficulty in sustaining a commitment to MRAP. Other problems and suggestions were discussed with various study participants and they have been included in the following comments:

1. Planning

Planning for implementation of the MRAP recommendations must be started in the initial phase of the program. As one study participant concluded from his library's experience, "implementation should really begin at the beginning of the MRAP review and not at the end." Most participating libraries in MRAP concentrated most heavily on the review and analysis phases, apparently on the assumption that implementation would follow by some sort of natural process. In fact, difficulties (and disappointment) with implementation have been frequent. One of the answers to the difficulty of implementation is early and careful planning, so that the process of change is orderly, organized, and well-thought out. Several librarians described implementation as almost an afterthought and this was detrimental to the whole process. The OMS has addressed the problem of implementation by producing a brief manual (Webster and Gardner, 1975b) which many early participants did not have and which they say they could have used. But it appears that implementation's success hinges, as much as anything else, on its incorporation in the planning process and the involvement of the library director in all phases of MRAP.

2. Setting Priorities

The brief manual on implementation developed by the OMS addresses most of the problems noted in the previous comments. This manual recommends that when detailed planning and setting of priorities for implementation are begun the first step is to test these two assumptions: that the study process has identified, described, and analyzed "the four, five, or six major areas of concern" facing the library and that the major recommendations have secured the support and commitment of top management and the library staff. This latter point will be discussed further in the next section. However, at this point it seems relevant to note that this comment from the implementation manual seems somewhat inconsistent with the recommended role for library directors in the MRAP process.

If it is agreed that the key problems have been identified, then an approach to implementation, the OMS recommends, should begin by "anticipating potential barriers." Since implementation is such a crucial and difficult phase of MRAP, and some readers of this report will not have access to the implementation manual, the recommended process is summarized at this point. Based on the data from the interviews and questionnaires, the investigators agree with these points and recommend the inclusion of this implementation manual into the MRAP "manual". Indeed, it should be expanded and refined as much as possible and it should be emphasized much sooner in the MRAP process. "Experience with MRAP," Webster and Gardner write:

> . . . suggests that implementation is a difficult event with many parts of the library staff expecting instant change and at the same time many parts of the staff fearing any modification in their work environment. The variety of expectations present, the level of work load on key staff, the perceived ownership of recommendations, and the continuity of study team members in the implementation

> process are among the issues that need to be considered by the library. Generally, however, four major barriers to implementation are encountered by MRAP libraries: resistance to change, poorly defined implementation plan, misunderstanding of the recommendations, and flaws in the basic recommendations. (Webster and Gardner, 1975b)

Webster and Gardner go on to explain that implementation planning's goal "is to integrate work on the MRAP recommendations into the ongoing operational structure of the library. A well done implementation plan will deal with the basic difficulty of uncertainty and lack of clearness as changes are instituted and every aspect of the implementation effort should be spelled out in order to avoid misunderstanding." They recommend: (a) Responsibility for doing the detailed implementation planning should be clearly assigned; (b) The MRAP report, staff hearings, and director's response should be reviewed to determine implementation objectives and activities; (c) Strategies for accomplishing the desired results should be prepared by developing priorities, determining sequence and timing of necessary activities, and establishing schedule milestones.

3. Role of Top Management

The OMS implementation manual concludes that "the director plays a critical role in implementation but there is a danger in placing too much emphasis on this office as the primary implementor." Be that as it may, the "implementation difficulty" cited most often by participants in this study, after the problem of staff turnover, concerned the role of top management in MRAP, particularly that of the library director. Cynicism over management's

commitment to MRAP, and a consequent lack of credibility with the library staff, were cited several times. Others said that implementation broke down when it got into the hands of top administration because it was not taken seriously or the director, at least in their view, felt threatened. One respondent noted that, as a result, "there is a sense of bitterness on the part of the staff over the non-fulfillment of MRAP."

An even larger number of study participants discussed the role of top management in implementation on a somewhat more positive note. They concluded that the role of the director is crucial, a lot depends on him or her since the director is "the spark plug." This view holds that MRAP is the director's responsibility and that he or she needs to understand it thoroughly. A few respondents believe that some directors did not understand completely what they were getting into and this led to serious problems later. In addition, these study participants noted, the director's goals for MRAP are important but he or she also needs to know the staff's attitudes much better and often the director's view of MRAP appeared to be at odds with that of the staff.

The importance of leadership and management's role will be discussed further in the section on the post-MRAP process. In regard to implementation, suffice it to say that despite numerous study teams, task forces, committees, implementation advisory groups, and the like, a significant segment of librarians and staff who participated in MRAP say that they looked, not to these groups, but to the director of the library for successful implementation. The OMS, on the other hand, believes that the director's role should be de-emphasized somewhat, with his or her role restricted to implementing "a few things," making assignments, and insuring "an organizational commitment to carry out

implementation." Clearly, there is a significant disagreement here, with most believing that the director's role is important, but not being able to agree on just how important it is. Again, it is recommended that the MRAP process insure the involvement of the library director in all its phases.

4. Assessment

The preceding analyses of goal-setting, authoritarianism, Organizational Profile, and achievement of the OMS goals for MRAP were based primarily on the perceptions of the participants in the study. These perceptions were also utilized in discussing organizational change. The organizations were perceived to have changed somewhat, but there are other ways to evaluate organizational change. For example, one way to evaluate organizational change would be to examine in-depth the kinds of recommendations made as a result of MRAP, which of these were implemented, and to what extent they have resulted in change. Such an in-depth assessment was not possible within the confines of this present study although it would have been interesting. Axford (1975), writing about MRAP, criticizes that "there is disappointingly little hard evidence to indicate that the program has moved the participating libraries toward the kind of substantive internal changes, both attitudinal and structural, which would lead to a better utilization of resources." It might be difficult to agree on a definition of "substantive" but Axford appears to be correct, in that there exists little hard evidence concerning the impact of MRAP. Despite this lack of evidence, most past MRAP participants would argue that MRAP did have a substantive effect in the areas of attitudinal and organizational change.

This study also determined the percent of the MRAP recommendations that had been implemented by the date of the in-depth interview. These percentages varied from less than ten percent to around 95 percent, with the average somewhere around sixty to seventy percent. (See Table 6 in the Appendix). This study did not delve further into implementation to assess organizational change because some of the libraries selected for analysis had barely begun the implementation phase. Evaluating the impact of MRAP on organizational change by studying implementation further should be the focus of another study.

D. Post-MRAP

A great deal of attention has been given to the review and analysis phases of MRAP and implementation is receiving more emphasis both from OMS and MRAP participants. This report has recommended that the pre-MRAP stage be given more consideration than it has previously received and, in this section, it will be noted that the post-MRAP period is also important and not to be neglected. When considering MRAP as a possibility, library administrators should think of it as a dynamic process to include continual post-implementation evaluation and not as a finite event. MRAP is time-consuming and prospective participants may have reservations about lengthening a process that already includes lengthy preparation, self-review and implementation. Nevertheless, it is clear from discussions with past participants that there are several factors which arise in this period needing consideration:

1. Importance of Leadership

In the section on the role of the library directors it was remarked that the eyes of most of the library staff are on the director during MRAP. How-

ever, it appears that implementation and the period following it are influenced just as much or more by the library's leadership. There is a vast literature on the subject of leadership and there are differing schools of thought as to its importance in the effective functioning of an organization. "There is a widespread and probably justified belief," Fiedler (1967) writes, "that the success or failure of an organization is determined in large part by the quality of its leadership." He goes on to suggest, however, that leadership effectiveness is a reflection of the group situation and that no one type of leadership is best for all situations. He concludes, and this is particularly relevant to MRAP, that "there is little doubt that the leader plays the decisive role under disruptive and trying conditions." MRAP need not be viewed as disruptive but the process of introducing change is frequently a trying one and under these conditions it is understandable that the leader, in this case the library director, is considered the most important person. Starting from the early stages of MRAP, library directors should be prepared to shoulder this potentially heavy burden.

Other writers on the subject of leadership have moved to a view of "differential contexts of leadership." This view holds that leadership should not be considered in isolation, that the leader's effectiveness is closely related to the group, the situation, and interpersonal perceptions. Hollander and Julian advocate a "systems approach" to "surmount the misleading dichotomy of the leader and the situation which has so long prevailed. By adopting a systems approach", they write, "the leader, the led, and the situation defined broadly, are seen as interdependent inputs variously engaged toward the production of desired outputs" (Hollander and Julian, 1969). The relevance of this view to MRAP is that leadership style should not be thought of as

fixed and immutable; it can be varied if necessary. While the evidence suggests that personality cannot be changed, the leader, if he or she is willing, can modify his or her style to accommodate differing situations and adjust to changing expectations.

The literature on what has come to be called "participatory management" is complex and contradictory. This section of the report will not attempt to analyze this extensive literature and will be limited to a brief discussion of its importance to MRAP. The MRAP process is based on the premise that participation on the part of librarians and support staff can, and should, play an effective role in the management of a library although, of course, that is not its only purpose. There is considerable disagreement on the subject, but some researchers (Vroom, 1959) believe that participation in decision-making has positive effects on attitudes and job performance. Others, like Lowin (1968), conclude that "participative decision-making is a complex phenomenon beyond proof or disproof." This debate has extended into the literature of librarianship. Marchant (1971) states that "involvement of the staff in the decision-making process is a major strength of participative management." Lynch (1972), on the other hand, has criticized Marchant's work as providing "no basis for the generalization that an increase in the library staff's participation in decision-making will increase library effectiveness." These differences reflect fundamental viewpoints that were also present among various library staff members who participated in MRAP and these views would not have changed necessarily as a result of that process.

Duane Webster and Jeffrey Gardner (1975a), in writing about MRAP, identified this problem as actually several issues - staff rights versus management rights, organizational accountability versus professional flexibility,

the role of the library in the instructional and research processes of a university, and clarification of the decision-making processes - relating to what they call a creative approach to management improvement. Beverly Lynch (1976), a leading writer on library management, has also discussed the role of the manager in controlling conflict, but, she concludes that:

> The attempt by librarians to change the role of the library's middle manager, by introducing methods of group decision-making and decision-making by consensus, are attempts to bring about a change in the library's (or the unit's) goals, to reduce the manager's authority and power, or to shift the focus of control so that the differential in power that exists between the manager and the subordinates is reduced. Some management models based upon consensus have been tried in libraries, but the results have usually been less than satisfactory . . . library administrators generally have found the results of group decision-making to be inconsistent and unreliable. Decision-making through the consensus of individuals will be employed only to the extent that it is evident that the consensus model leads to greater organizational effectiveness than the authority model.

Webster and Gardner (1975a) arrive at a different conclusion:

> In the future the demanding nature of academic library administration will result in new leadership requirements of library managers. These new leaders will need a talent for developing consensus, a tolerance for ambiguity, and an enjoyment of complexities. Increasingly, these managers will act to accelerate change, to make choices others won't make, to bring about cooperation in the midst of disagreement and to employ skillfully the array of experts needed to operate libraries. What emerges from these current experiments is that the library director will operate as a broker of decisions in an open consultative fashion and that the profession must encourage the development of library managers who perform as organizational leaders and innovators.

It appears that the implementation stage of MRAP and the post-MRAP period are crucial to resolving, or at least reconciling, management and staff viewpoints. One non-librarian, who observed the operation of an MRAP Study Team, concluded that "the evidence suggests that a useful first step for the Library . . . is to create a process which will allow all participants in the implementation stage and interested parties to feel that they know each other's

real attitudes and how they are perceived by others and, to some extent at least, the reasons. Participants and interested parties include those involved with MRAP and those with power to affect the outcome of the implementation phase. The difficult part is how to achieve a process whereby perceptions and attitudes will be exchanged to the degree indicated above." (McCandless, 1976) This report of our research on the impact of MRAP indicates that libraries have accomplished this mutual understanding with varying degrees of success.

2. The Role of Management in Effecting Change

The preceding discussion about leadership was concerned entirely with the library director. The role of "middle" and "top" management, exclusive of the director, should receive considerable attention as well since well-conceived MRAP reports and thoughtful implementation plans can still founder on the rocks of staff resistance, either overt or not. This kind of resistance may submerge for a while and then, when the pressure to implement MRAP eases during the post-MRAP period, it may surface and many of the perceived gains may be lost. MRAP may have the support of the director and of the study team but if it does not have the backing of top and middle managers then serious problems will result.

Middle management is in a particularly important position, being the essential link in the communications system. It has been noted that there is skepticism concerning the benefits of participative management. Much of this skepticism centers on middle management. Lynch (1976) predicts that "the

functions of management are essential to the library and will continue for some time to be assigned to the manager, not to the group." Middle management was considered to be a critical factor in MRAP by several of the interviewees in this study. They also noted some problems in regard to middle management, primarily that these individuals greatly need their managerial skills improved, their authority clarified, and more attention paid to the nature of their roles.

The MRAP implementation manual agrees that ". . . the success of the plan will be dependent to a major degree on the operating or middle level supervisors" and, it adds, "some method of securing their insights and understandings should be built into this planning process." It is recommended by the manual that certain supervisors advise in implementation or critique draft plans. If middle management is an important key to the successful implementation of MRAP, then its understanding, its awareness, and, most of all, its support is essential. Middle managers are too essential to be taken for granted and their expertise should be utilized extensively in setting goals and objectives, conducting the self-review, and implementing the recommendations.

3. Sustaining the Impetus of MRAP

One issue that came up during the course of this study was how to sustain the impetus of MRAP, especially in view of continuous external and internal change, turnover of administrators and staff, and the other problems that have been noted. Several interviewees were asked for their suggestions as to how

the changes and improvements that they perceived to have resulted from MRAP might be sustained. The answers were rather sparse but in general most individuals believed that improving the process, incorporating some of the suggestions they made, and concentrating more on the implementation phase would make the results of MRAP more effective and, therefore, longer-lasting. In addition, several interviewees expressed the opinion that, if MRAP is to have a lasting impact beyond the initial effort, there must be a strong commitment to the management principles and concepts that it utilizes and explains. Duane Webster's (1974) article in College and Research Libraries is highly relevant in this regard:

> OMS experience suggests that there are certain conditions that facilitate constructive change. First, the motives for wanting change must be stated honestly and be generally understood and accepted by all involved. Second, the method used must be appropriate to the stage of development and special needs of the library. The third ingredient is the commitment to act. Change can and will happen, but, in order for libraries to influence this stream of events, intervention is required. The MRAP is a tool for those determined to act.

It has been said before in this report that MRAP should not be viewed as a one-shot event. Ideally, it should be the beginning of a continuing process, with the MRAP report being a first step in improving and strengthening the management of the library. A few study participants did suggest that a periodic evaluation of selected areas of the library, utilizing the MRAP methodology, was a good idea, in fact this turned out to be a goal statement developed in the goals-Delphi exercise. Some other study participants suggested that MRAP be repeated every so often, say in five years. This may seem

desirable in theory but, in practice as we have seen, problems of time, money, and other intervening variables will raise questions about its feasibility. For a library that has gone through MRAP and has been relatively satisifed with the experience the idea of a follow-up of some sort is recommended contingent on the situation.

4. Assessment

We have stated several times in this report the difficulty of evaluating change especially if there are no measurements of "before" as well as "after." Besides these needs, experts in organization development contend that input from the individuals involved in the process should help to determine the strategy for assessment and will improve the quality of evaluation (McGill, 1976). If we view MRAP, and similar self-study efforts as we would other organization development activities, then we must agree with Kimberly and Nielsen (1975) who conclude that,

> If assessment is considered as an integral component of the OD process and if its content is based at least in part on inputs from organizational members, two kinds of outcomes are likely. First, the effectiveness of the overall OD intervention is likely to be enhanced as feedback from assessment is received and used as a basis for further interventions. And second, a clearer understanding of the causal mechanisms involved in the OD process is likely to emerge as a consequence of process-oriented as opposed to "before-after" assessment strategies. Both outcomes will serve to strengthen the empirical basis of organizational change strategies in the future and therefore would appear to justify action.

The MRAP implementation manual urges that an assessment of the results and impact of the study be conducted some time after MRAP has been completed

and implemented. The need to build into the MRAP process a formal assessment technique cannot be underestimated. It should be obvious that a library, having gone through MRAP, would want to know its impact. As the MRAP "manual" phrases it, "the key question here is whether the basic issues or problems have been dealt with by the recommended actions (e.g., is communication better? are the supervisors more open? do we have higher morale? etc.)." Past participants have not assessed the impact of MRAP primarily because of the investment of effort it would require and a lack of understanding as to how to go about such an evaluation. Yet, if MRAP was worth doing initially, then it should also be worthwhile to try to determine what it accomplished. There is a broader aspect of assessment that must be considered. As Suchman (1967) describes it, there is:

> . . . an almost intrinsic relationship between evaluation and program planning and development. Evaluative research provides the basic information for designing and redesigning action programs. Just as non-evaluative research holds out the hope of increased understanding of basic processes, so does evaluative research aim at an increased understanding of applied or administrative processes . . . the goal of evaluative research extends beyond simply determining success or failure toward knowing why success or failure occurred and what can be done about it. Evaluation, in this sense, involves more than judging; it also encompasses understanding and redefinition.

Evaluation is basically subjective but it is possible, and desirable, to develop objective methods of assessment. It is strongly recommended that a formal assessment phase be added to the MRAP process. To cite Suchman again, such an evaluation should follow these six steps:

1. Identification of the goals to be evaluated.
2. Analysis of the problems with which the activity must cope.
3. Description and standardization of the activity.

4. Measurement of the degree of change that takes place.

5. Determination of whether the observed change is due to the activity or to some other cause.

6. Some indication of the durability of the effects.

It is clear that self-review is becoming an increasingly important technique in librarianship. In these times of static or declining budgets and rapidly-increasing change, the skills and talents of the library staff in areas outside their immediate specialities need to be developed further and will be relied upon more and more. The challenge of the 1980's will be how to do more with less and the personnel resources available must be utilized to their fullest. It seems safe to predict that, in the near future, libraries will look more to their own staffs and less to outside consultants and experts for advice and guidance through the difficult economic times ahead. As the library profession utilizes self-study methods to assist in the efficient management of libraries, this report concludes that program assessment must be an intrinsic part of the management process. The methodology for assessment is available, understandable and eminently useful to librarians.

VI. The Need for Additional Research

The results of this study suggest that much needs to be done to effect a complete and effective evaluation of MRAP. For example, the results of implementation have not been assessed adequately. The impact of MRAP on many other libraries has not been evaluated. Several other matters of concern are: the problem of intervening variables and measuring change as a result of MRAP; how to deal with management and staff expectations; how to insure the active involvement of library directors; the need to develop a set of criteria by which to judge the achievement of library goals; the need to use these criteria in the establishment of measures that can be used in pre-assessment; and the need for a better understanding of the role of middle management. It is hoped that further research into these areas will be encouraged and supported by the Council on Library Resources.

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APPENDIX

TABLES

Table 1. *Libraries participating in the in-depth interviewing from the various phases of MRAP.*

Phase	Libraries
I	University of Tennessee
II	University of Connecticut Rutgers University Smithsonian Institution
III	Library of Congress, DBPH University of Maryland University of Rochester
IV	University of Kentucky University of Toronto
V	Johns Hopkins University

Table 2. *Analysis of questionnaires with respect to how each question relates to an MRAP goal and an area of evaluative concern.*

	Evaluative Area of Concern		
Goal Statement	Attitudinal Change	Behavioral Change	Organizational Change
1	A 1,2,3,4,9,10 B 1,2,3,4,9,10 C 1,2,3,4	A 4,5,6,7,8,30 B 4,5,6,7,8 C 4,5,6,7,8	A 22,23 B 22,23
2	A 9,10 B 9,10 C 9	A 8 B 8 C 8	A 22,23 B 22,23
3	A 13,14 B 13,14 C 11,12	A 11,12,13,14,21 B 11,12,13,14,21 C 10,11,12,16	Not Applicable
4	A 13,14,20,29 B 13,14,20,29 C 11,12,15,21	A 12,13,14,15,16, 17,19,30 B 12,13,14,15,16 17,19 C 10,11,12,13,14	A 15,16,17,19 B 15,16,17,19 C 13,14 D 10
5	A 13,14,26,27,29 B 13,14,26,27,29 C 11,12,19,20,21 D 7	A 13,14,15,18,19 B 13,14,15,18,19 C 11,12,13,14	A 15,18,19 B 15,18,19 C 13,14
6	No Questions	A 12,21 B 12,21 C 10,16	Not Applicable
7	D 5,6	A 28 B 28 D 5	D 1,3,4

Key: A, B, C, D refer to questionnaires administered to directors, managers, staff, and university administrators respectively. The numbers following the questionnaire letter designation indicate the question number of that questionnaire.

Table 3. *Mean responses by respondent type for each of the closed form questions on the questionnaires given as Figures 1 to 4 in the Appendix.*

Question: Has the work attitude (in general) of the staff changed since the library went through MRAP?

A: 3.9 B: 3.6 C: 3.4 D: NA

Question: In your opinion, has the attitude of the staff toward the general management of the library changed for the better or for the worse compared to the way it was pre-MRAP?

A: 4.2 B: 3.7 C: 3.4 D: NA

Question: In the same vein, has the attitude of management toward the staff changed for the better or for the worse compared to the way it was pre-MRAP?

A: 3.8 B: 4.0 C: 3.6 D: NA

Question: As a result of the MRAP experience, have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of the librarians and other employees of the library?

A: 3.8 B: 3.6 C: 3.1 D: 3.7

Question: Would you say that communication procedures, in general, (between various staff members and levels of the organization) have improved because of MRAP?

A: 4.3 B: 4.3 C: 3.9 D: NA

Question: How about communications procedures vertically between staff and management? Have they gotten better or worse as a result of MRAP?

A: 4.1 B: 3.9 C: 3.6 D: NA

Question: What is your opinion about communications procedures horizontally between various units of the library? Have they gotten better or worse as a result of MRAP?

A: 4.0 B: 3.7 C: 3.6 D: NA

Question: In your view, did MRAP improve interpersonal relations between staff members?

A: 3.8 B: 3.8 C: 3.6 D: NA

Question: In your view, did MRAP improve interpersonal relations between management members?

A: 3.8 B: 3.7 C: 3.3 D: NA

Question: In your view, did MRAP improve interpersonal relations between management and staff members?

A: 3.9 B: 3.8 C: 3.3 D: NA

Question: Small groups such as committees, task forces, and other work oriented groups are usually an effective way to solve problems and to reach decisions in managing the library.

A: 4.1 B: 4.3 C: 3.7 D: NA

Question: Was MRAP as an organizational development tool successful in increasing the effectiveness of decision-making at all levels of the organization?

A: 3.8 B: 3.7 C: 3.3 D: NA

Question: The staff, as a whole, has an adequate understanding of library goals and objectives.

A: 3.8 B: 3.6 C: 3.3 D: NA

Question: Do you agree that staff understanding of goals improves the way the library is managed?

A: 4.3 B: 4.3 C: 4.3 D: NA

Question: MRAP was useful in identifying needed changes in library management.

A: 4.1 B: 4.3 C: 3.9 D: NA

Question: As a result of MRAP the library is better able to deal with its problems of today and tomorrow.

A: 3.8 B: 3.8 C: 3.0 D: NA

Question: What, in general, do you think is the staff's assessment of their input into the MRAP process?

A: 3.9 B: 3.7 C: 3.3 D: NA

Question: The performance of librarians and staff has been affected by the MRAP experience.

A: 3.9 B: 3.8 C: 3.5 D: NA

Question: In your assessment, were the results of MRAP, overall, worthwhile or not?

A: 4.4 B: 4.5 C: 3.5 D: NA

Question: Do you think that MRAP was, in general, a successful process or not?

A: 4.3 B: 4.3 C: 3.4 D: NA

Question: If the library had not gone through the MRAP process, the needed changes would have come about anyway.

A: 3.2 B: 2.9 C: 2.5 D: NA

Question: No internal review, such as MRAP, can have a significant impact on an organization.

A: 1.9 B: 1.8 C: 2.3 D: 1.7

Question: Are you generally satisfied with the type of recommendations that were made in the MRAP report?

A: 3.8 B: 3.9 C: 3.7 D: NA

Key: A - Library Director
B - Library Manager
C - Library Staff
D - Institution Administrator
NA - Not Asked

The mean values that appear in the table are based on a scale of 1 to 5, where 5 represents a positive answer in regard to the question or statement, and a 1 represents the most negative response with regard to each question.

Table 4. *Summary of the frequency of responses to open-ended questions asked of directors and managers.*

Question: Did MRAP alter your opinion regarding group problem-solving? (Please elaborate*.)

yes: 21 no: 26 no response: 3

Question: As a result of MRAP, do you think that the library staff, as a whole, has a better understanding of management concepts and principles? (Please elaborate*.)

yes: 36 no: 12 no response: 2

Question: Did new problem areas come to light? (Please elaborate*.)

yes: 23 no: 24 no response: 3

Question: Were there some needed changes that MRAP did not identify? (Please elaborate*.)

yes: 22 no: 24 no response: 4

Question: Have you been able to move forward, i.e., address successfully the problems that were identified? (Please elaborate*.)

yes: 43 no: 7 no response: 0

Question: Since MRAP, the following techniques or procedures have been used more often:

	Yes	No	No Charge	No Response
Task Force Approach	47	1	0	2
Group Problem-Solving Approach	43	2	1	4
Use of Schedules as Targets	38	6	2	4
Emphasis and Specific Products (reports or recommendations)	37	3	7	3
Written Changes to Communities and Task Forces	37	7	6	1
Data Gathering Techniques (i.e., surveys, interviews)	28	8	11	3
Written Goals and Objectives	42	2	4	2

Question: In general, have you observed any change in the way members of the university community relate toward the library since MRAP? (Please elaborate*.)

yes: 11 no: 35 no response: 4

*Comments provided by respondents are reported on elsewhere in this document.

Table 5. *Summary of responses to open ended questions asked of institution administrators.*

Question: Which, if any, of these changes in (a) Service to users, (b) Book and periodical collections, (c) Ordering and cataloging processes, and (d) Physical facilities, do you attribute to the library's recent management self-study?

a: 2 b: 1 c: 2 d: 0 none: 2 all: 1 no response: 2

Question: Has your general view toward the management of the library changed since MRAP?

yes: 5 no: 1 no opinion: 1

Question: In your opinion, could similar conclusions concerning the improvement of library processes and management arise from methods other than self-review?

yes: 6 no: 1 no opinion: 0

Question: Below are listed several goals that relate to research libraries. Please rank them in order of importance ("1" signifies most important, "2" second, etc.).

	Mean Rank
Develop management procedures which enhance quality of services provided.	4.7
Maintain up-to-date management practices and improvements.	7.5
Maintain the best possible collection.	1.5
The collection should represent and anticipate the research and instructional needs of its users.	3.3
Attract and retain high quality library staff.	3.4
Acquire and process materials efficiently and effectively.	5.5
Provide efficient maximum access to collection.	4.8
Provide effective reference and circulation assistance to users.	4.7
Provide instruction in libary use.	8.8
Provide facilities for effective and efficient storage of materials.	8.7

Question: Regarding the administration of the library, how would you rate these following areas in terms of management performance?

	Highly Effective	Effective	Ineffective	No Opinion
Goals and Objectives Formulation	4	3	0	0
Organizational Practices	0	6	0	1
Leadership	2	4	1	0
Staff Development	3	1	1	2
Budget and Planning	1	6	0	0
Personnel Administration	1	6	0	0
General Management	1	5	0	1

Table 6. *Distribution of the percent of MRAP Recommendations that had been implemented by date of interview.*

Percent Implemented	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Number of Institutions	1	0	0	2	3	1	0	1	1	1

Table 7. *Statistically significant changes in frequency distribution of responses to organization profiles.*

	Institution		
Question Number	Library V	Library IV	Library VII
1	NS	NS	S
2	S	NS	S
3	NS	NS	NS
4	NS	S	NS
5	NS	NS	S
6	NS	NS	NS
7	NS	NS	NS
8	NS	NS	NS
9	NS	NS	S
10	NS	NS	NS
11	NS	NS	NS
12	NS	NS	S
13	NS	NS	NS
14	S	NS	NS
15	S	S	NS
16	NS	NS	NS
17	NS	NS	S
18	NS	NS	NS
19	NS	S	NS
20	NS	NS	S
21	NS	NS	NS
22	S	NS	*

Key: S = significant at .05 level or less.
NS = not significant.
* = Library VII used only 21 questions.

Table 8. *Number of respondents in each round of the goal setting exercise.*

Round	MRAP Participants (38)*	Non-Participants (40)
I	26	25
II	31	18
III	23	34
IV	21	25
Total Responses	101	102

*Number in parenthesis indicates size of the Delphi panel of experts.

Table 9. *Frequencies of goal statements from Goals-Delphi Study being assigned to various content categories for MRAP participants and non-participants.**

Content Categories	MRAP Participants	Non-Participants
Organizational Effectiveness	12	6
Internal Communication and Information	5	6
Management of Change	3	7
Management/Staff Relations	3	8
Managerial Evaluation	3	3
Planning/Policy/Goals/Objectives	14	15
Problem Identification	3	8
Service Improvement and External Relations	8	9
Staff Development	8	4
Availability and/or Appropriate Use of Resources	5	4

*Some goal statements were included in more than one content category.

Table 10. *Frequencies of final Delphi goal statements matching the content of the OMS goals for MRAP.**

MRAP Goal Number	1	2	3	4	5	6	7	No Goal
MRAP Participants	3	1	5	18	12	3	3	11
MRAP Non-Participants	9	0	1	12	14	3	4	11

*Some Delphi goal statements may match more than one OMS goal statement.

Table 11. *List of goals of library directors in response to an open-ended question, arranged by broad category.*

Management

-- improve management
-- we were moving in the direction of systematic management review and MRAP gave it more credibility
-- to get an unhurried view of management and find ways to improve it
-- gain insight into management weaknesses
-- a better understanding of the management and administrative concerns of the library
-- better understanding of complexity of the library and administrative constraints
-- improve performance evaluation

Goals and Objectives

-- a more general understanding of our common purpose
-- defining and restructuring goals and objectives
-- give the staff a sense of their proprietary interests
-- coherent and cohesive set of objectives and an understanding of them throughout the library

Communications

-- improve the lines of communication
-- freer flow of information
-- better communication

Participation

-- foster a participatory atmosphere
-- open kind of participatory management
-- greater participation by all personnel

Staff Development

-- develop an overall program of staff development
-- make opportunities in the library more visible to all personnel
-- MRAP was a general learning process for the staff

Organization

-- significant organizational changes
-- better insight into organization weaknesses

Director

-- director's personal interest
-- director was new and used MRAP for his information

Personnel Matters

-- took the heat off a personnel crisis
-- diminish polarization between academic and non-academic library staff members

University Relations

-- improve relations with university administration and faculty

FIGURES

1. Has the work attitude (in general) of the staff changed since the library went through MRAP?

Greatly Improved	Improved Somewhat	No Change	Deteriorated Somewhat	Deteriorated Greatly

2. In your opinion, has the attitude of the staff toward the general management of the library changed for the better or for the worse compared to the way it was pre-MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

3. In the same vein, has the attitude of management toward the staff changed for the better or for the worse compared to the way it was pre-MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

4. As a result of the MRAP experience, have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of the librarians and other employees of the library?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

5. Would you say that communication procedures in general (between various staff members and levels of the organization) have improved because of MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

6. How about communications procedures <u>vertically</u> between staff and management? Have they gotten better or worse as a result of MRAP?

Much Better	Better	No Change	Worse	Much Worse

7. What is your opinion about communications procedures horizontally between various units of the library? Have they gotten better or worse as a result of MRAP?

Much Better	Better	No Change	Worse	Much Worse

8. In your view, did MRAP improve interpersonal relations between:

staff members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

management members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

management and staff members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

9. Small groups, such as committees, task forces, and other work-oriented groups, are usually an effective way to solve problems and to reach decisions in managing the library.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

10. Did MRAP alter your opinion regarding group problem-solving? (Please elaborate)

11. As a result of MRAP, do you think that the library staff, as a whole, has a better understanding of management concepts and principles? (Please elaborate)

12. Was MRAP as an organizational development tool successful in increasing the effectiveness of decision making at all levels of the organization?

Successful	Moderately Successful	No Change	Moderately Unsuccessful	Unsuccessful

13. The staff as a whole has an adequate understanding of library goals and objectives.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

14. Do you agree that staff understanding of goals improves the way the library is managed?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

15. MRAP was useful in identifying needed changes in library management.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

16. Did new problem areas come to light? (Please elaborate)

17. Were there some needed changes that MRAP did not identify? (Please elaborate)

18. Have you been able to move forward, i.e. address successfully the problems that were identified? (Please elaborate)

19. As a result of MRAP, the library is better able to deal with its problems of today and tomorrow.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

20. What, in general, do you think is the staff's assessment of their input into the MRAP process?

More Than Adequate	Adequate Input	Some Input	Little Input	No Input

21. The performance of librarians and staff has been affected by the MRAP experience.

Significant Improvement	Some Improvement	No Affect	Some Decline	Significant Decline

22. Since MRAP, the following techniques or procedures have been used more often:

	Yes	No	No Change
task force approach	____	____	____
group problem solving approach	____	____	____
use of schedules as targets	____	____	____
emphasis on specific products (reports or recommendations)	____	____	____
written charges to committees and task forces	____	____	____
data gathering techniques (e.g. surveys, interviews)	____	____	____
writing goals and objectives	____	____	____
other (please specify)	____	____	____

23. If you answered "no" or "no change" to any of the techniques in question twenty-two, please indicate, if you can, why the use of these methods has not increased.

24. In your assessment, were the results of MRAP, overall, worthwhile or not?

Worthwhile	Moderately Worthwhile	No Opinion	Not Very Worthwhile	Worthless

25. Do you think that MRAP was, in general, a successful process or not?

Successful	Moderately Successful	No Opinion	Moderately Unsuccessful	Unsuccessful

26. If the library had not gone through the MRAP process, the needed changes would have come about anyway.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

27. No internal review, such as MRAP, can have a significant impact on an organization.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

28. In general, have you observed any change in the way members of the university community relate toward the library since MRAP? (Please elaborate)

29. Are you, as a library manager, generally satisfied with the type of recommendations that were made in the MRAP report?

Greatly Satisfied	Satisfied	No Opinion	Dissatisfied	Greatly Dissatisfied

30. How would you characterize your role in the MRAP process? (i.e. did you play an active role, was your leadership style an important factor, etc.)

31. You agreed to participate in MRAP, undoubtedly with some goals in mind. What were those goals? Were they acheived?

32. What percent of the recommendations in the MRAP report have been acted upon?

33. Are there any aspects of MRAP that have not been covered by this questionnaire that you would like to comment on?

_____Yes (Please elaborate)

_____No

Below are statements about how people think and feel, including how you might think and feel in a given situation. Beneath each question is a scale ranging from Strongly Agree to Strongly Disagree. If you strongly agree with the statement, circle the words Strongly Agree; if you only moderately agree, circle Agree; if you moderately disagree, circle Disagree; and if you strongly disagree, circle Strongly Disagree. If you are undecided, or not sure whether you agree or disagree, circle the word Neutral.

1. In order to merit the respect of others, a person should show the desire to better himself.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

2. Ambition is the most important factor in determining success in life.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

3. Many of the unhappy things in people's lives are partly due to bad luck.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

4. In the long run, people get the respect they deserve in this world.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

5. Without the right breaks, one cannot become an effective leader.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

6. In my case, getting what I want has little or nothing to do with luck.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

7. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

8. What happens to me is my own doing.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

9. One main trouble today is that people talk too much and work too little.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

10. In order for us to do good work, it is necessary that our bosses outline carefully what is to be done and exactly how to go about it.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

11. I always see to it that my work is carefully planned and organized.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

12. I find that a well-ordered mode of life with regular hours is congenial to my temperament.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

13. I would rather be a steady and dependable worker than a brilliant but unstable one.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

14. I don't like to undertake a project unless I have a pretty good idea as to how it will turn out.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

15. I set a high standard for myself, and I feel others should do the same.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

16. I like a tightly organized group.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

17. I like instructions to be specific.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Figure 2. *Questionnaire administered to library managers.*

Dear Colleague:

Attached is a questionnaire asking for your opinions relating to the Management Review and Analysis Program (MRAP.) Beneath most of the questions are scales ranging from such opinions as Better to Worse, or Strongly Agree to Strongly Disagree, etc. Please pick the phrase that most accurately reflects your opinion and circle it.

A few of the questions are open-ended; that is, there is no opinion scale for you to choose from. For these questions, please answer as best you can in your own words. If you need more space, write on the opposite side of the page.

Your answers to this questionnaire will be treated with anonymity and utmost confidentiality. We request that you sign and date this form only for our own record-keeping. This form will not be retained.

Thank you for participating in this study.

_____
Name

_____
Position

_____
Library

_____
Date

1. Has the work attitude (in general) of the staff changed since the library went through MRAP?

Greatly Improved	Improved Somewhat	No Change	Deteriorated Somewhat	Deteriorated Greatly

2. In your opinion, has the attitude of the staff toward the general management of the library changed for the better or for the worse compared to the way it was pre-MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

3. In the same vein, has the attitude of management toward the staff changed for the better or for the worse compared to the way it was pre-MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

4. As a result of the MRAP experience, have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of the librarians and other employees of the library?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

5. Would you say that communication procedures in general (between various staff members and levels of the organization) have improved because of MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

6. How about communications procedures <u>vertically</u> between staff and management? Have they gotten better or worse as a result of MRAP?

Much Better	Better	No Change	Worse	Much Worse

7. What is your opinion about communications procedures horizontally between various units of the library? Have they gotten better or worse as a result of MRAP?

Much Better	Better	No Change	Worse	Much Worse

8. In your view, did MRAP improve interpersonal relations between:

staff members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

management members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

management and staff members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

9. Small groups, such as committees, task forces, and other work-oriented groups, are usually an effective way to solve problems and to reach decisions in managing the library.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

10. Did MRAP alter your opinion regarding group problem-solving? (Please elaborate)

11. As a result of MRAP, do you think that the library staff, as a whole, has a better understanding of management concepts and principles? (Please elaborate)

12. Was MRAP as an organizational development tool successful in increasing the effectiveness of decision making at all levels of the organization?

Successful	Moderately Successful	No Change	Moderately Unsuccessful	Unsuccessful

13. The staff as a whole has an adequate understanding of library goals and objectives.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

14. Do you agree that staff understanding of goals improves the way the library is managed?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

15. MRAP was useful in identifying needed changes in library management.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

16. Did new problem areas come to light? (Please elaborate)

17. Were there some needed changes that MRAP did not identify? (Please elaborate)

18. Have you been able to move forward, i.e. address successfully the problems that were identified? (Please elaborate)

19. As a result of MRAP, the library is better able to deal with its problems of today and tomorrow.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

20. What, in general, do you think is the staff's assessment of their input into the MRAP process?

More Than Adequate	Adequate Input	Some Input	Little Input	No Input

21. The performance of librarians and staff has been affected by the MRAP experience.

Significant Improvement	Some Improvement	No Affect	Some Decline	Significant Decline

22. Since MRAP, the following techniques or procedures have been used more often:

	Yes	No	No Change
task force approach	____	____	____
group problem solving approach	____	____	____
use of schedules as targets	____	____	____
emphasis on specific products (reports or recommendations)	____	____	____
written charges to committees and task forces	____	____	____
data gathering techniques (i.e. surveys, interviews)	____	____	____
written goals and objectives	____	____	____
other (please specify)	____	____	____

23. If you answered "no" or "no change" to any of the techniques in question twenty-two, please indicate, if you can, why the use of these methods has not increased.

24. In your assessment, were the results of MRAP, overall, worthwhile or not?

Worthwhile	Moderately Worthwhile	No Opinion	Not Very Worthwhile	Worthless

25. Do you think that MRAP was, in general, a successful process or not?

Successful	Moderately Successful	No Opinion	Moderately Unsuccessful	Unsuccessful

26. If the library had not gone through the MRAP process, the needed changes would have come about anyway.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

27. No internal review, such as MRAP, can have a significant impact on an organization.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

28. In general, have you observed any change in the way members of the university community relate toward the library since MRAP? (Please elaborate)

29. Are you, as a library manager, generally satisfied with the type of recommendations that were made in the MRAP report?

Greatly Satisfied	Satisfied	No Opinion	Dissatisfied	Greatly Dissatisfied

30. Are there any aspects of MRAP that have not been covered by this questionnaire that you would like to comment on?

_____Yes (Please elaborate)

_____No

Figure 3. *Questionnaire administered to library staff.*

Dear Colleague:

Attached is a questionnaire asking for your opinions relating to the Management Review and Analysis Program (MRAP.) Beneath most of the questions are scales ranging from such opinions as Better to Worse, or Strongly Agree to Strongly Disagree, etc. Please pick the phrase that most accurately reflects your opinion and circle it.

Your answers to this questionnaire will be treated with anonymity and utmost confidentiality. We request that you sign and date this form only for our own record-keeping. This form will not be retained.

Thank you for participating in this study.

_____
Name

_____
Position

_____
Library

_____
Date

1. Has the work attitude (in general) of the staff changed since the library went through MRAP?

Greatly Improved	Improved Somewhat	No Change	Deteriorated Somewhat	Deteriorated Greatly

2. In your opinion, has the attitude of the staff toward the general management of the library changed for the better or for the worse compared to the way it was pre-MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

3. In the same vein, has the attitude of management toward the staff changed for the better or for the worse compared to the way it was pre-MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

4. As a result of the MRAP experience, have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of the librarians and other employees of the library?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

5. Would you say that communication procedures in general (between various staff members and levels of the organization) have improved because of MRAP?

Better	Somewhat Better	No Change	Somewhat Worse	Worse

6. How about communications procedures <u>vertically</u> between staff and management? Have they gotten better or worse as a result of MRAP?

Much Better	Better	No Change	Worse	Much Worse

7. What is your opinion about communications procedures horizontally between various units of the library? Have they gotten better or worse as a result of MRAP?

Much Better	Better	No Change	Worse	Much Worse

8. In your view, did MRAP improve interpersonal relations between:

staff members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

management members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

management and staff members?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

9. Small groups, such as committees, task forces, and other work-oriented groups, are usually an effective way to solve problems and to reach decisions in managing the library.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

10. Was MRAP as an organizational development tool successful in increasing the effectiveness of decision making at all levels of the organization?

Successful	Moderately Successful	No Change	Moderately Unsuccessful	Unsuccessful

11. The staff as a whole has an adequate understanding of library goals and objectives.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

12. Do you agree that staff understanding of goals improves the way the library is managed?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

13. MRAP was useful in identifying needed changes in library management.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

14. As a result of MRAP, the library is better able to deal with its problems of today and tomorrow.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

15. What, in general, do you think is the staff's assessment of their input into the MRAP process?

More Than Adequate	Adequate Input	Some Input	Little Input	No Input

16. The performance of librarians and staff has been affected by the MRAP experience.

Significant Improvement	Some Improvement	No Affect	Some Decline	Significant Decline

17. In your assessment, were the results of MRAP, overall, worthwhile or not?

Worthwhile	Moderately Worthwhile	No Opinion	Not Very Worthwhile	Worthless

18. Do you think that MRAP was, in general, a successful process or not?

Successful	Moderately Successful	No Opinion	Moderately Unsuccessful	Unsuccessful

19. If the library had not gone through the MRAP process, the needed changes would have come about anyway.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

20. No internal review, such as MRAP, can have a significant impact on an organization.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

21. Are you generally satisfied with the type of recommendations that were made in the MRAP report?

Greatly Satisfied	Satisfied	No Opinion	Dissatisfied	Greatly Dissatisfied

22. Are there any aspects of MRAP that have not been covered by this questionnaire that you would like to comment on?

_____Yes (Please elaborate)

_____No

Figure 4. *Questionnaire administered to institution administrators.*

Dear Colleague:

Attached is a questionnaire asking for your opinions relating to the Management Review and Analysis Program (MRAP.) Beneath most of the questions are scales ranging from such opinions as Better to Worse, or Strongly Agree to Strongly Disagree, etc. Please pick the phrase that most accurately reflects your opinion and circle it.

A few of the questions are open-ended; that is, there is no opinion scale for you to choose from. For these questions, please answer as best you can in your own words. If you need more space, write on the opposite side of the page.

Your answers to this questionnaire will be treated with anonymity and utmost confidentiality. We request that you sign and date this form only for our own record-keeping. This form will not be retained.

Thank you for participating in this study.

_____
Name

_____
Position

_____
Library

_____
Date

1. Would you say that the library is generally responsive to the needs of its users?

Very Responsive	Moderately Responsive	No Opinion	Somewhat Non-Responsive	Totally Non-Responsive

2. If your answer to question one was negative, please explain.

3. Have you noted any changes in the following library services since 197 ?

a. Service to users:

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

b. Book and periodical collections:

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

c. Ordering and cataloging processes:

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

d. Physical facilities:

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

4. Which, if any, of these changes do you attribute to the library's recent management self-study?

_____a. _____b. _____c. _____d. _____none _____all _____no opinion

5. Since 197 , have you noticed a change in the morale (a prevailing mood and spirit affecting performance) of the librarians and other employees of the library?

Greatly Improved	Improved	No Change	Worsened	Greatly Worsened

6. Has your general view toward the management of the library changed since 197 ?

_____Yes (Please explain)

_____No

_____No Opinion

7. In your opinion, could similar conclusions concerning the improvement of library processes and management arise from methods other than self-review?

_____Yes (Please explain)

_____No

_____No Opinion

8. No internal review of management practices and procedures can have a significant impact on an organization.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

9. Below are listed several goals that relate to research libraries. Please rank them in order of importance ("1" signifies most important, "2" second, etc.)

_____Develop management processes which enhance quality of services provided.

_____Maintain up-to-date management practices and improvements.

_____Maintain the best possible collection.

_____The collection should represent and anticipate the research and instructional needs of its users.

_____Attract and retain high quality library staff.

_____Acquire and process materials efficiently and effectively.

_____Provide efficient maximum access to collection.

_____Provide effective reference and circulation assistance to users.

_____Provide instruction in library use.

_____Provide facilities for effective and efficient storage of materials.

10. Regarding the administration of the library, how would you rate these following areas in terms of management performance.

	Highly Effective	Effective	Ineffective	No Opinion
goals and objectives formulation	_____	_____	_____	_____
organizational practices	_____	_____	_____	_____
leadership	_____	_____	_____	_____
staff development	_____	_____	_____	_____
budget and planning	_____	_____	_____	_____
personnel administration	_____	_____	_____	_____
general management	_____	_____	_____	_____

11. Are there any aspects of the library's recent experience with management self-study that have not been covered by this questionnaire that you would like to comment on?

_____Yes (Please explain)

_____No

Figure 5. *Organizational Profile--Library IV*

MAP ORGANIZATIONAL PROFILE QUESTIONNAIRE

1. For most of the staff in your unit, how much of their motivation is provided by the work of the library?
   a. a great deal
   b. substantial amount
   c. some
   d. none

2. Do you think you get the information you need to do your job?
   a. regularly
   b. fairly often
   c. sometimes
   d. seldom

3. How much confidence and trust do you think your supervisor has in you?
   a. a great deal
   b. substantial amount
   c. some
   d. virtually none

4. Are you involved in important decisions related to your work?
   a. fully involved
   b. usually
   c. occasionally consulted
   d. almost never

5. Are the formal and informal work goals of your unit supportable?
   a. a great deal
   b. to a degree
   c. occasionally
   d. not at all

6. How clearly does your unit understand what it should accomplish?
   a. completely clear
   b. reasonably clear
   c. pretty unclear
   d. completely unclear

7. How do you view the information you get from other units in the library?
   a. completely adequate
   b. pretty good, most of the time
   c. usually inadequate
   d. inadequate

8. Do you think your supervisors are aware of the operating problems you face?
   a. regularly
   b. fairly often
   c. occasionally
   d. not at all

9. Do you feel free to talk to your supervisor about your job?
   a. very free
   b. quite free
   c. somewhat free
   d. not very free

10. Do you have any role in reviewing the work performance of the unit?
    a. always
    b. usually
    c. sometimes
    d. no

11. Do you think that the necessary decisions are made on a timely basis?
    a. regularly
    b. fairly often
    c. sometimes
    d. seldom

12. Has the library as a whole established work goals?
    a. established and used
    b. they probably exist
    c. do not know
    d. none are clearly established

13. Have you been given the opportunity to develop your skills or enhance your education?
    a. a great deal
    b. somewhat
    c. very little
    d. not at all

14. How often does your supervisor seek your ideas and use them constructively?
    a. regularly
    b. fairly often
    c. sometimes
    d. seldom

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15. Do you think that supervisors generally within your division are competent?

a. very competent
b. quite competent
c. somewhat competent
d. not very competent

16. Are the criteria for evaluating staff and unit performance adequate?

a. yes
b. usually
c. sometimes
d. no

17. Does your supervisor try to get you to work harder by (1) reward; (2) praise; (3) fear; (4) threats?

a. 1 and 2
b. some of each, but emphasis on 1 and 2
c. some of each, but emphasis on 3 and 4
d. 3 and 4

18. Have you been given the kind of training required to perform your responsibilities?

a. a great deal
b. somewhat
c. very little
d. not at all

19. Where are the major policy decisions made in the library?

a. decentralized, but integrated
b. a general pattern of delegation
c. mostly at the top, some delegation
d. at the top

20. To what extent are your skills and training used?

a. a great deal
b. somewhat
c. very little
d. not at all

21. Do you have any role in reviewing your work performance?

a. a regular review process involving staff operates
b. occasionally I am involved in review activities
c. review is done only by supervisor
d. no review is done

22. How much of your motivation is provided by the work that you do?

a. a great deal
b. substantial amount
c. some
d. none

Figure 6. *Organizational Profile--Library V.*

ARL/MRAP ORGANIZATIONAL PROFILE

SUPERVISION

1. How much confidence and trust do you think your supervisor has in you?

   a. virtually none

   b. some

   c. substantial amount

   d. a great deal

   Comment:

2. Do you feel free to talk to your supervisor about your job?

   a. not very free

   b. somewhat free

   c. usually free

   d. very free

   Comment:

3. How often does your supervisor seek your ideas and use them constructively?

   a. seldom

   b. sometimes

   c. fairly often

   d. regularly

   Comment:

ARL/MRAP ORGANIZATIONAL PROFILE

4. Do you think that, in general, supervisors in the Library are competent?

   a. not very competent

   b. somewhat competent

   c. largely competent

   d. very competent

   Comment:

5. Are you motivated to accomplish the work that you do?

   a. seldom

   b. occasionally

   c. fairly often

   d. regularly

   Comment:

6. Does your supervisor try to get you to work harder by fear; threats; rewards; praise?

   a. fear and threats

   b. some of each but emphasis on fear and threats

   c. some of each but emphasis on rewards and praise

   d. rewards and praise

   Comment:

7. Do you think that most of the staff in your unit are motivated to accomplish the work of the Library?

   a. seldom

   b. occasionally

   c. fairly often

   d. regularly

   Comment:

ARL/MRAP ORGANIZATIONAL PROFILE

COMMUNICATION

8. Do you think you get the information you need to do your job?

   a. seldom

   b. sometimes

   c. fairly often

   d. regularly

   Comment:

9. How do you view the information you get from other units in the Library?

   a. inadequate

   b. usually inadequate

   c. pretty good, most of the time

   d. completely adequate

   Comment:

10. Do you think your supervisors are aware of the operating problems you face?

   a. seldom

   b. occasionally

   c. fairly often

   d. regularly

   Comment:

ARL/MRAP ORGANIZATIONAL PROFILE

DECISIONS

11. Where are the major decisions made in the Library?

    a. mostly at the top

    b. policy at the top, some delegation

    c. broad policy at top, more delegation

    d. decentralized but integrated

    Comment:

12. Are you involved in important decisions related to your work?

    a. almost never

    b. occasionally consulted

    c. usually

    d. fully involved

    Comment:

13. Do you think that the necessary decisions are made on a timely basis?

    a. seldom

    b. sometimes

    c. fairly often

    d. regularly

    Comment:

ARL/MRAP ORGANIZATIONAL PROFILE

GOALS

14. Has the Library, as a whole, established work goals to accomplish its objectives?

    a. none are clearly established

    b. while not written, they probably exist

    c. some written, mostly verbal understanding

    d. available in written form and used

    Comment:

15. How clearly does your unit understand what it should accomplish?

    a. completely unclear

    b. pretty unclear

    c. reasonably clear

    d. completely clear

    Commment:

16. Do you support the formal and informal work goals of your unit?

    a. seldom

    b. occasionally

    c. to a degree

    d. a great deal

    Comment:

PERFORMANCE REVIEW

17. Do you have any role in reviewing your work performance?

    a. review is done only by supervisor

    b. most review is done by supervisor

    c. occasionally I am involved in review activities

    d. responsibility for review is shared

    Comment:

ARL/MRAP ORGANIZATIONAL PROFILE

18. Do you have any role in reviewing the work performance of the unit?

    a. no

    b. sometimes

    c. usually

    d. always

    Comment:

19. Are work records, periodic reports, statistics or other meaningful performance data used to evaluate the work you do?

    a. no

    b. sometimes

    c. usually

    d. yes

    Comment:

TRAINING AND STAFF DEVELOPMENT

20. Have you been given the kind of instruction required to perform your responsibilities?

    a. no

    b. very little

    c. some

    d. a great deal

    Comment:

21. Have you been given the opportunity to develop your skills or enhance your education?

    a. no

    b. very little

    c. some

    d. a great deal

    Comment:

ARL/MRAP ORGANIZATIONAL PROFILE

22. To what extent are your skills and training used?

a. almost never

b. very little

c. somewhat

d. a great deal

Comment:

Figure 7. *Organizational Profile--Library VII.*

MRAP Organizational Profile

(Penn State Study, December, 1976)

1. Are you enthusiastic about doing the work you do?
   a. very enthusiastic
   b. often enthusiastic
   c. sometimes enthusiastic
   d. not enthusiastic
   e. other, please comment:

2. Do you think you get the information you need to do your job?
   a. regularly
   b. often
   c. sometimes
   d. seldom
   e. other, please comment:

3. How much confidence and trust do you think your supervisor has in you?
   a. a great deal
   b. substantial amount
   c. some
   d. virutally none
   e. other, please comment:

4. Are you involved in important decisions related to your work?
   a. fully involved
   b. usually
   c. occasionally consulted
   d. almost never
   e. other, please comment:

5. Can you support the formal and informal work goals of your unit?
   a. regularly
   b. usually
   c. sometimes
   d. almost never
   e. other, please comment:

6. Does your unit understand what it should accomplish?
   a. mostly
   b. often
   c. sometimes
   d. rarely
   e. other, please comment:

7. How do you view the information you get from other units in the library?
   a. completely adequate
   b. usually adequate
   c. often adequate
   d. rarely adequate
   e. other, please comment:

8. Do you think your supervisor is aware of the operating problems you [illegible]?
   a. regularly
   b. often
   c. occasionally
   d. rarely
   e. other, please comment:

9. Do you feel free to talk to your supervisor about your job?
   a. very free
   b. quite free
   c. somewhat free
   d. not very free
   e. other, please comment:

10. Do you have any role in reviewing the work performance of the unit?
    a. always
    b. usually
    c. sometimes
    d. no
    e. other, please comment:

11. Do you think that the necessary decisions are made on a timely basis?
    a. regularly
    b. fairly often
    c. sometimes
    d. seldom
    e. other, please comment:

12. Has the library as a whole established work goals?
    a. established and used
    b. established
    c. are not clearly established
    d. do not know
    e. other, please comment:

13. Have you been given the opportunity to develop your skills or enhance your education?
    a. regularly
    b. often
    c. sometimes
    d. not at all
    e. other, please comment:

14. How often does your supervisor seek your ideas and use them constructively?
    a. regularly
    b. often
    c. sometimes
    d. seldom
    e. other, please comment:

15. Are the criteria for evaluating staff and unit performance adequate?
    a. yes
    b. usually
    c. sometimes
    d. no
    e. other, please comment:

16. Does your supervisor try to get you to work harder by (1) reward; (2) praise; (3) fear; (4) threats?
    a. 1 and 2
    b. some of each, but emphasis on 1 and 2
    c. some of each, but emphasis on 3 and 4
    d. 3 and 4
    e. other, please comment:

17. Have you been given the training required to perform your responsibilities?
    a. a great deal
    b. quite a bit
    c. some
    d. very little
    e. other, please comment:

18. Where are major decisions made in the library?
    a. at the top
    b. mostly at the top; some delegation to others
    c. often delegated to others
    d. decisions made regularly by those who do the work
    e. other, please comment:

19. To what extent are your skills and training used on the job?
    a. used a great deal
    b. often used
    c. used very little
    d. not used
    e. other, please comment:

20. Do you have any role in reviewing your work performances?*
    a. I am regularly involved in a review of my work performance.
    b. I am often involved in a review of my work performance.
    c. I am occasionally involved in a review of my work performance.
    d. Review is done only by supervisor.
    e. other, please comment:

21. Are most people in your unit enthusiastic about the work they do?
    a. very enthusiastic
    b. often enthusiastic
    c. sometimes enthusiastic
    d. not enthusiastic
    e. other, please comment:

* For the purpose of this questionnaire, review is an on-going discussion of your work; it is not to be confused with periodic job evaluations.

Figure 8. *The Goals-Delphi Process in Flow Chart Format*

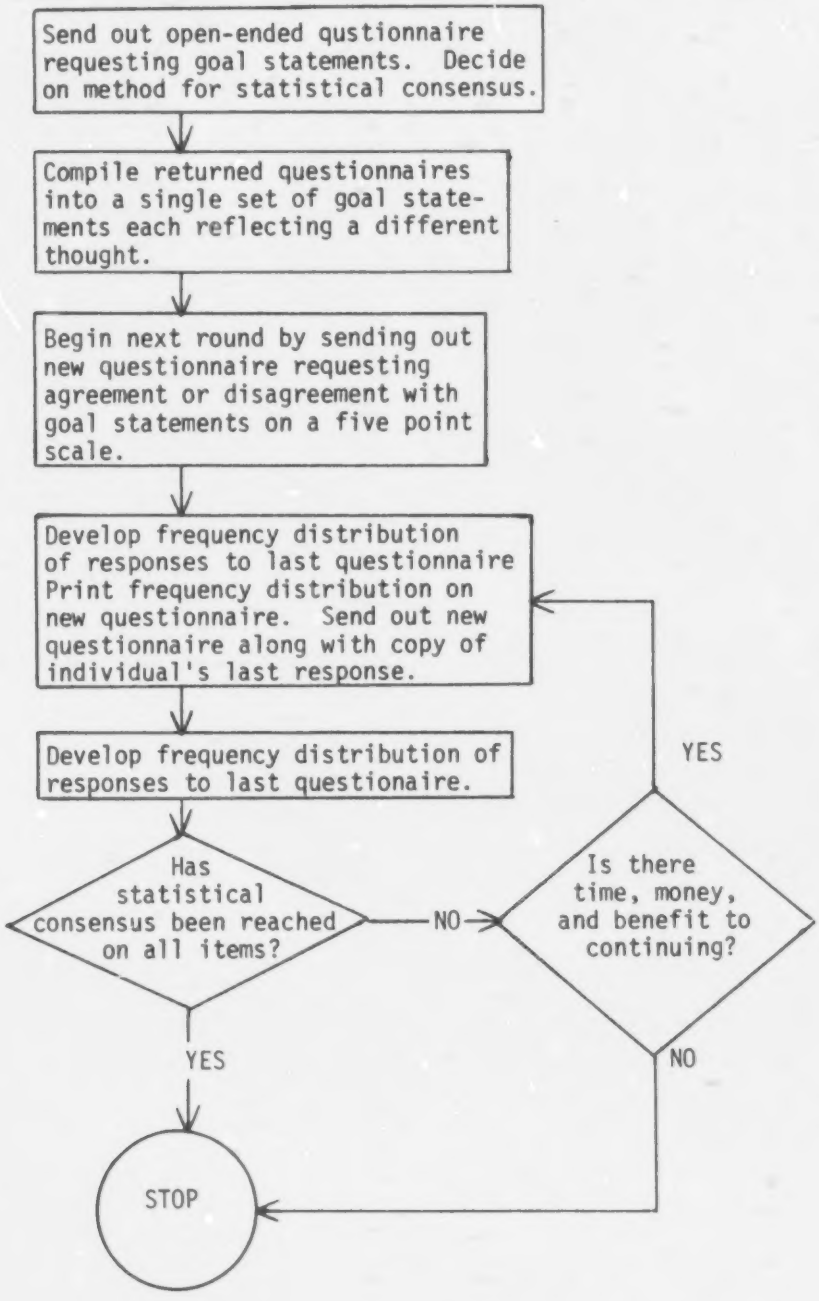
Send out open-ended qustionnaire requesting goal statements. Decide on method for statistical consensus.
Compile returned questionnaires into a single set of goal statements each reflecting a different thought.
Begin next round by sending out new questionnaire requesting agreement or disagreement with goal statements on a five point scale.
Develop frequency distribution of responses to last questionnaire Print frequency distribution on new questionnaire. Send out new questionnaire along with copy of individual's last response.
Develop frequency distribution of responses to last questionaire.
Has statistical consensus been reached on all items?
NO
Is there time, money, and benefit to continuing?
YES
YES
NO
STOP

Figure 9. *Letter and First Round Questionnaire sent to both Participants and Non-Participants in MRAP.*

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF HUMAN DEVELOPMENT
UNIVERSITY PARK, PENNSYLVANIA 16802

Man-Environment Relations
S-126 Henderson Human Development Building

Area Code 814
865-1467

Dear Participant:

Thank you for agreeing to take part in our evaluation study. The response to our request for participants was overwhelming. Due to this great interest, we are able to use only a sample of those agreeing to participate. You have been randomly selected as a participant.

Below you will find a description of a program for an analysis of library management. This analysis and review of library management practice is conducted by members of the library staff and management and not by outside consultants. We are interested in finding out what you think the goals of this kind of a review program should be. Feel free to suggest as many goals as you can. It is very important and essential that you keep in mind that the goals you suggest should be goals for a library management analysis program and not goals for libraries in general.

A Description of a Self-Review Program for the Analysis of Library Management

The self-study approach involves a systematic and comprehensive review and analysis of the management of a library. It utilizes a broad-scale approach and examines all processes and functions of the library. Inherent and central to this analysis is management and staff participation; thus, it directly involves those whom the recommendations and suggestions will affect as well as those who recommend and suggest.

The progress is completed as follows: The Library Director or Dean appoints a study team comprised of six to nine members from various areas of the library. The team reviews all general aspects of the library system including the library mission, objectives, goals, formulation of policies, long-range planning, organizational practices, leadership, staff development, and personnel administration. This study team reports to the Library Director or Dean and coordinates the work of task forces which are composed of other library personnel. These task forces examine in depth and appraise particular management functions and make recommendations for improvement. This self-study process can be viewed as a means for formally assessing the various issues facing the library operations.

Your Procedures

1. Write down goals on the enclosed form.

2. Use the enclosed self-addressed stamped envelope for returning this form to us.

3. Please do not take any longer than one week in completing this form.

Thank you for your help in our evaluation study.

Sincerely,

Stuart H. Mann
Associate Professor of Operations Research
Co-Principal Investigator

Edward R. Johnson
Associate Librarian
Co-Principal Investigator

Carol Whiting
Graduate Research Assistant
Investigator

SM/se
Enclosures

NAME: _____ DATE: _____

INSTITUTION: _____

GOALS FORM

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

Figure 10. *Letters and Second Round Questionnaire sent to Participants and Non-Paritcipants in MRAP.*

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF HUMAN DEVELOPMENT
UNIVERSITY PARK, PENNSYLVANIA 16802

Man-Environment Relations
S-126 Henderson Human Development Building

Area Code 814
865-1467

Dear Participant:

As you may know, you were selected for participation in our study by the dean or director of your library. We appreciate your response to our first questionnaire.

We have reviewed the goals that you and other participants suggested. From these, we have made a list of goals for a library self-review program. When more than one person suggested the same goal, we selected a "representative" goal to convey the idea. If you responded to the first questionnaire, a copy of that questionnaire is enclosed so that you may see how your list of goals compares with the overall list. You may even see some of your goals listed verbatim.

We welcome your response to this second questionnaire whether or not you responded to the first one. We would now like to know how much you agree or disagree that each goal on the enclosed list should be a goal for a self-review program for a library such as the one we previously described to you.

You will find each goal listed, with the letters SA A N D SD next to it. These signify "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." You should indicate your choice by circling the one response that shows how you feel about that goal. For example, if you strongly agree that "to identify users of the institution' should be a goal for a library self-review program, you should circle SA. Likewise, if you disagree, circle D, and if you don't know or have no opinion, circle N. There are 57 goals in all. Please follow this procedure for all of them, and return the form to us in the enclosed, stamped, self-addressed envelope within one week.

Again, we sincerely appreciate your response to these questionnaires.

Sincerely yours,

Stuart H. Mann
Associate Professor of Operations Research
Co-Principal Investigator

Edward R. Johnson
Associate Librarian
Co-Principal Investigator

Carol Whiting
Graduate Research Assistant
Investigator

se/enclosure

Name _____ Institution _____ Date _____

The personnel mix should provide a balance between experienced personnel and trainees.	SA	A	N	D	SD
To establish a time-table for evaluating the results of recommendations for improvements.	SA	A	N	D	SD
To acquire more knowledge of successful management techniques and their application in research libraries.	SA	A	N	D	SD
Determine effective utilization of staff.	SA	A	N	D	SD
To replace internal dissonance with internal harmony.	SA	A	N	D	SD
Identify major problems in library organization and techniques for solving them.	SA	A	N	D	SD
Find out how clearly the organizational structure defines lines of supervision and reporting relationships.	SA	A	N	D	SD
Evaluate leadership of the library through all supervisory levels and make recommendations for improvements.	SA	A	N	D	SD
Acquaint staff with new management techniques.	SA	A	N	D	SD
Identify strengths and weaknesses of managerial structure.	SA	A	N	D	SD
Identify user needs.	SA	A	N	D	SD
Evaluate effectiveness of supervisors.	SA	A	N	D	SD
Broaden staff understanding of basic administrative problems and practices (personnel, budgeting, public relations, etc.).	SA	A	N	D	SD
Identify mode of library communication and its effectiveness.	SA	A	N	D	SD
To determine from staff members and users the library's problems as they see them.	SA	A	N	D	SD
To coordinate staff and administration efforts in determining library priorities in short and long-range planning.	SA	A	N	D	SD
Improvement of communication between library administrators and staff.	SA	A	N	D	SD
Consider appropriate changes in organization and resource allocation which contribute to fulfilling objectives of library.	SA	A	N	D	SD
Determine whether organizational structure of library is designed to produce the most effective results.	SA	A	N	D	SD
Determine resources available to the library.	SA	A	N	D	SD
To determine if library has an effective information program to enable patrons to better use the resources of the library.	SA	A	N	D	SD
Determine the efficiency of the organization of the library in relation to the resources and task of the library.	SA	A	N	D	SD
To recommend steps which might be taken to improve management of the library in organizational practices, formulation of policy, long-range planning, leadership, staff, development, and personnel administration.	SA	A	N	D	SD
Ultimately lead to better success for the public by creating more efficient and effective organization.	SA	A	N	D	SD
State overall goals and objectives in written form.	SA	A	N	D	SD
Define and suggest improvements of the products of the library.	SA	A	N	D	SD
Improvement of the service to the patrons.	SA	A	N	D	SD
Concerted effort to involve the complete university community and to keep it informed of progress.	SA	A	N	D	SD

M (III)

Clarify objectives in order to improve library services.	SA	A	N	D	SD
To emphasize the pivotal position of the research library in the institution.	SA	A	N	D	SD
Determine amount of staff involvement in decision-making process.	SA	A	N	D	SD
Evaluate staff attitudes toward jobs.	SA	A	N	D	SD
Analyze current and future trends affecting libraries.	SA	A	N	D	SD
Identify the mission of the parent institution, if one exists, and determine the extent to which the library is successful in supporting that mission.	SA	A	N	D	SD
Establish relationship of library objectives to overall university directions.	SA	A	N	D	SD
To describe role of library within the parent community.	SA	A	N	D	SD
Establish mechanism for generating individual unit goals and objectives as well as operating policies.	SA	A	N	D	SD
To determine extent of acquisition and use of non-printed materials in the library.	SA	A	N	D	SD
Vertical and horizontal communications should be effective.	SA	A	N	D	SD
Determine the relationship between the library's resources and the library's task.	SA	A	N	D	SD
Review organizational structure to insure that it is logical and efficient.	SA	A	N	D	SD
Develop criteria by which effectiveness can be measured.	SA	A	N	D	SD
Identify management style.	SA	A	N	D	SD
Determine the level of job satisfaction expressed by the staff of the library.	SA	A	N	D	SD
Provide a structure upon which to base future plans.	SA	A	N	D	SD
Determine effectiveness of communications and management information systems.	SA	A	N	D	SD
Develop realistic recommendations for improvement when disparities and deficiencies are found.	SA	A	N	D	SD
Reexamine library policies or expose their absence.	SA	A	N	D	SD
To describe the structure and functions of each department and division of the library.	SA	A	N	D	SD
Determine the allocation of effort to the self-evaluation and to the normal duties of the members of the study team.	SA	A	N	D	SD
Assess the effectiveness of space utilization in relation to staff efficiency and service quality.	SA	A	N	D	SD
To define and describe the organization of the library.	SA	A	N	D	SD
Provide procedures for regular evaluation of the library.	SA	A	N	D	SD
To determine if the library has an effective public relations program.	SA	A	N	D	SD
Develop staff expertise and experience in group processes, problem-solving, decision-making, recommending, reporting, etc.	SA	A	N	D	SD
Develop staff awareness of the mission and objectives.	SA	A	N	D	SD
Better staff understanding of the way the library functions.	SA	A	N	D	SD

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF HUMAN DEVELOPMENT
UNIVERSITY PARK, PENNSYLVANIA 16802

Man-Environment Relations
S-126 Henderson Human Development Building

Area Code 814
865-1467

Dear Participant:

As you may know, you were selected for participation in our study by the dean or director of your library. We appreciate your response to our first questionnaire.

We have reviewed the goals that you and other participants suggested. From these, we have made a list of goals for a library self-review program. When more than one person suggested the same goal, we selected a "representative" goal to convey the idea. If you responded to the first questionnaire, a copy of that questionnaire is enclosed so that you may see how your list of goals compares with the overall list. You may even see some of your goals listed verbatim.

We welcome your response to this second questionnaire whether or not you responded to the first one. We would now like to know how much you agree or disagree that each goal on the enclosed list should be a goal for a self-review program for a library such as the one we previously described to you.

You will find each goal listed, with the letters SA A N D SD next to it. These signify "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." You should indicate your choice by circling the one response that shows how you feel about that goal. For example, if you strongly agree that "to identify users of the institution" should be a goal for a library self-review program, you should circle SA. Likewise, if you disagree, circle D, and if you don't know or have no opinion, circle N. There are 57 goals in all. Please follow this procedure for all of them, and return the form to us in the enclosed, stamped, self-addressed envelope within one week.

Again, we sincerely appreciate your response to these questionnaires.

Sincerely yours,

Stuart H. Mann
Associate Professor of Operations Research
Co-Principal Investigator

Edward R. Johnson
Associate Librarian
Co-Principal Investigator

Carol Whiting
Graduate Research Assistant
Investigator

se/enclosure

Name _____ Institution _____ Date _____

Make explicit the decision making structure and process of the library, particularly as these are applied to cross-organizational decisions.	SA	A	N	D	SD
Clarify the library role in the university.	SA	A	N	D	SD
Assess roles of Senate Library Committee and Executive Committee for Libraries with library administration and other university administration.	SA	A	N	D	SD
Does the existing system provide appropriate structures for staff involvement in formulating policy, operational planning, budgeting, etc.?	SA	A	N	D	SD
To improve communication channels between the library and other parts of the university.	SA	A	N	D	SD
Identification of long and short range plans.	SA	A	N	D	SD
Encourage and reward creative problem solving.	SA	A	N	D	SD
Supply guidelines for the use of funds in collecti development in order to serve the community best.	SA	A	N	D	SD
The analysis should enhance the reputation of the library in terms of public relations.	SA	A	N	D	SD
Validation of work standards and measurements.	SA	A	N	D	SD
Provide analysis techniques for judging a library's position in relation to national library resources.	SA	A	N	D	SD
Identify deficiencies or lacunae in the information management needs to direct or monitor library operations.	SA	A	N	D	SD
Redefinition of the mission and objectives.	SA	A	N	D	SD
To define the extent to which staff, faculty, students, administrators, and others participate in planning and decision-making.	SA	A	N	D	SD
Develop a matrix to describe personal and professional quality of individuals in leadership roles of the organization.	SA	A	N	D	SD
To identify communication problems and propose improvements.	SA	A	N	D	SD
Identify chief irritants in working environments and propose solutions.	SA	A	N	D	SD
To identify goals of the institution and identify areas in which these goals are not met and why.	SA	A	N	D	SD
Investigate functions of top management, assess them, and make recommendations for improvement.	SA	A	N	D	SD
Evaluate organizational structure.	SA	A	N	D	SD
To seek new ways of evaluating performance and development of the staff.	SA	A	N	D	SD
To review the mission, objectives and goals of the library to see that they are written down, understood by the staff, accepted by the staff, and reviewed and updated on a regular basis.	SA	A	N	D	SD
Clarify the process for introducing change in the library.	SA	A	N	D	SD
The identification of user needs and the extent to which they are being satisfied.	SA	A	N	D	SD
To improve communication between and within all levels of the library staff.	SA	A	N	D	SD

Improve faculty and student relations with the library.	SA	A	N	D	SD
Find ways of establishing better credibility.	SA	A	N	D	SD
Develop a mechanism to assure implementation and continued review.	SA	A	N	D	SD
Establishment, where possible, of cost effectiveness of library programs.	SA	A	N	D	SD
Development of management alternatives.	SA	A	N	D	SD
Identify problem areas and develop methods to overcome obstacles.	SA	A	N	D	SD
To provide analysis techniques for measuring the success with which the staff and the organizational pattern of the library are able to exploit the collection in order to serve users.	SA	A	N	D	SD
Identify what the review is expected to accomplish	SA	A	N	D	SD
Create better working relationships and build up trust.	SA	A	N	D	SD
To identify and define goals of the total library program.	SA	A	N	D	SD
Seek suggestions for programmatic operations changes.	SA	A	N	D	SD
To seek new ways of evaluating performance and development of services.	SA	A	N	D	SD
Identify environmental pressure within and without which affects activities.	SA	A	N	D	SD
Create reliable measuring device for testing the collection effectiveness in libraries of the community of users.	SA	A	N	D	SD
Increase staff input into the decision-making process.	SA	A	N	D	SD
Formulate recommendations and establish priorities and time frame for the review.	SA	A	N	D	SD
Establish standards for organizational performance.	SA	A	N	D	SD
To investigate and decide how career paths, promotions, salary increases and continual education can encourage and develop library staff.	SA	A	N	D	SD
Identify strengths and weaknesses of the institution.	SA	A	N	D	SD
Establish a program for periodic review of the organization and functions of the library.	SA	A	N	D	SD
Identify information needed for a statistical monitoring system for library managers.	SA	A	N	D	SD
Better understanding of relationships of library areas.	SA	A	N	D	SD
Identify sources of management and employee conflicts.	SA	A	N	D	SD
Develop or review performance evaluation system.	SA	A	N	D	SD
Have a written report of the findings.	SA	A	N	D	SD
The development of a broadly shared and comprehensively articulated conception of the purpose of the library.	SA	A	N	D	SD
Study of costs and benefits.	SA	A	N	D	SD
Create an atmosphere of dialogue.	SA	A	N	D	SD
Seek uniformity of policies.	SA	A	N	D	SD
To identify users of the institution.	SA	A	N	D	SD
Develop a feeling of "team" and "team work."	SA	A	N	D	SD
Developing, or clarifying and specifying objectives for the library as a whole and all the major departments and units.	SA	A	N	D	SD

Figure 11. *Letters and Third Round Questionnaires sent to Participants and Non-Participants in MRAP.*

THE PENNSYLVANIA STATE UNIVERSITY
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865-1467

Dear Participant:

We appreciate your response to our second questionnaire concerning library self-review programs. Many participants commented on the apparent repetitiveness of the goal statements. In some cases, it appears that the goals suggest similar ideas. The goals were derived from the statements you mentioned in the first questionnaire. We would like you to judge the goals as being appropriate--if many are repetitive, indicate by your response the one (or ones) that you like best. It is not our intent to test your perseverance.

We have made a few changes in the presentation of goals in accordance with your many comments. First, we have slightly reworded many of the phrases so that they are goals rather than just statements or questions. Second, we have included a distribution of the frequency of responses to each goal statement. That is, we are telling you how many respondents answered in each category, i.e , how many strongly agreed, agreed, etc., that the particular statement should be a goal for a library self-review program. These are the numbers that appear above the letters SA A N D SD on the right-hand side of your questionnaire.

If you responded to the second questionnaire, we have enclosed a copy of your response. Feel free to change any answers or to have them remain the same. We welcome your response to this third questionnaire whether or not you responded to the first two. Again, we would like to know whether you agree or disagree that each goal on the enclosed list is appropriate for a library self-review program such as the one we previously described to you. Please follow the same procedure--that is, circle the appropriate response and return the form to us in the enclosed, stamped, self-addressed envelope within one week. You may keep your prior response.

Sincerely yours,

Stuart H. Mann
Associate Professor of Operations Research
Co-Principal Investigator

Edward R. Johnson
Associate Librarian
Co-Principal Investigator

Carol Whiting
Graduate Research Assistant
Investigator

Name	Institution	Date				
Determine the extent of acquisition and use of non-printed materials in the library.		1 SA	7 A	5 N	12 D	6 SD
Determine effectiveness of communications and management information systems.		10 SA	20 A	1 N	0 D	1 SD
Develop realistic recommendations for improvement when disparities and deficiencies are found.		12 SA	18 A	1 N	0 D	0 SD
Reexamine library policies or expose their absence.		12 SA	16 A	0 N	2 D	1 SD
Describe the structure and functions of each department and division of the library.		9 SA	16 A	1 N	4 D	1 SD
Improve communication between library administrators and staff.		18 SA	10 A	3 N	0 D	0 SD
Determine the level of job satisfaction expressed by the staff of the library.		8 SA	17 A	5 N	1 D	1 SD
Provide a structure upon which to base future plans.		8 SA	19 A	2 N	1 D	2 SD
Identify mode of library communication and its effectiveness.		11 SA	17 A	3 N	0 D	0 SD
Determine the library's problems from staff members and users.		10 SA	18 A	1 N	2 D	1 SD
Determine resources available to the library.		6 SA	16 A	6 N	3 D	1 SD
Acquaint staff with new management techniques.		4 SA	18 A	0 N	8 D	0 SD
Determine whether organizational structure of the library is designed to produce the most effective results.		10 SA	18 A	2 N	1 D	1 SD
Acquire more knowledge of successful management techniques and their application in research libraries.		7 SA	15 A	4 N	5 D	1 SD
Determine effective utilization of staff.		13 SA	14 A	2 N	5 D	0 SD
Establish relationship of library objectives to overall university directions.		12 SA	16 A	1 N	2 D	0 SD
Determine the relationship between the library's resources and the library's task.		6 SA	18 A	3 N	3 D	1 SD
Review organizational structure to insure that it is logical and efficient.		8 SA	17 A	4 N	2 D	1 SD
Develop criteria by which effectiveness can be measured.		8 SA	15 A	4 N	4 D	1 SD
Identify strengths and weaknesses of managerial structure.		6 SA	17 A	1 N	3 D	1 SD
Assess the effectiveness of space utilization in relation to staff efficiency and service quality.		2 SA	15 A	6 N	7 D	2 SD
Define and describe the organization of the library.		13 SA	16 A	2 N	0 D	1 SD

Identify user needs.	10 SA	11 A	3 N	5 D	1 SD
Evaluate effectiveness of supervisors.	6 SA	12 A	1 N	9 D	3 SD
Broaden staff understanding of basic administrative problems and practices (e.g., personnel, budgeting, and public relations).	10 SA	19 A	0 N	1 D	0 SD
Describe the role of the library within the parent community.	9 SA	15 A	4 N	3 D	1 SD
Seek effective vertical and horizontal communications.	12 SA	11 A	4 N	2 D	2 SD
Identify management style.	6 SA	12 A	7 N	5 D	1 SD
Determine if the library has an effective public relations program.	2 SA	16 A	5 N	3 D	4 SD
Develop staff awareness of the mission and objectives	13 SA	15 A	3 N	1 D	1 SD
Determine the efficiency of the organization of the library in relation to its resources and tasks.	11 SA	15 A	3 N	1 D	1 SD
Change organization and resource allocation to fulfill the objectives of the library.	12 SA	13 A	5 N	2 D	1 SD
State overall goals and objectives in written form.	9 SA	17 A	4 N	1 D	1 SD
Define and suggest improvements of the products of the library.	9 SA	16 A	3 N	3 D	1 SD
Determine if library has an effective information program for patrons.	5 SA	21 A	1 N	3 D	1 SD
Involve the complete university community and keep it informed of progress.	5 SA	12 A	3 N	7 D	5 SD
Clarify objectives in order to improve library services.	10 SA	17 A	2 N	1 D	1 SD
Evaluate staff attitudes toward jobs.	7 SA	19 A	3 N	1 D	2 SD
Establish a mechanism for generating individual unit goals and objectives as well as operating policies.	5 SA	14 A	7 N	4 D	1 SD
Improve staff understanding of the way the library functions.	5 SA	21 A	3 N	1 D	2 SD
Replace internal dissonance with internal harmony.	4 SA	9 A	9 N	7 D	3 SD
Determine the allocation of effort to the self-evaluation and to the normal duties of the members of the study team.	3 SA	11 A	8 N	7 D	4 SD
Analyze current and future trends affecting libraries.	10 SA	11 A	4 N	4 D	2 SD
Identify the mission of the parent institution and determine the extent to which the library is successful in supporting that mission.	8 SA	18 A	3 N	2 D	0 SD
Evaluate leadership of the library through all supervisory levels and make recommendations for improvement.	9 SA	14 A	4 N	3 D	1 SD
Establish a time-table for evaluating the results of recommendations.	4 SA	20 A	7 N	0 D	0 SD

Identify major problems in library organization and techniques for solving them.	13 SA	16 A	2 N	0 D	0 SD
Determine the extent to which the organizational structure defines lines of supervision and reporting relationships.	11 SA	13 A	4 N	2 D	1 SD
Provide procedures for regular evaluation of the library.	2 SA	15 A	5 N	1 D	0 SD
Develop staff expertise and experience in group processes, problem-solving, decision-making, recommending, and reporting.	8 SA	16 A	2 N	6 D	0 SD
Coordinate staff and administration efforts in determining library priorities in short and long-range planning.	14 SA	12 A	4 N	1 D	1 SD
Improve service to the patrons.	13 SA	12 A	4 N	1 D	3 SD
Emphasize the pivotal position of the research library in the institution.	6 SA	7 A	6 N	9 D	3 SD
Determine amount of staff involvement in the decision-making process.	7 SA	18 A	5 N	1 D	0 SD
Recommend steps to improve management of the library in organizational practices, formulation of policy, long-range planning, leadership, staff, development, and personnel administration.	18 SA	10 A	4 N	0 D	0 SD
Create a more efficient and effective organization.	9 SA	17 A	4 N	2 D	1 SD
Provide a balance between experienced personnel and trainees.	3 SA	7 A	13 N	4 D	5 SD

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Man-Environment Relations
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865-1467

Dear Participant:

We appreciate your response to our second questionnaire concerning library self-review programs. Many participants commented on the apparent repetitiveness of the goal statements. In some cases, it appears that the goals suggest similar ideas. The goals were derived from the statements you mentioned in the first questionnaire. We would like you to judge the goals as being appropriate--if many are repetitive, indicate by your response the one (or ones) that you like best. It is not our intent to test your perseverance.

We have made a few changes in the presentation of goals in accordance with your many comments. First, we have slightly reworded many of the phrases so that they are goals rather than just statements or questions. Second, we have included a distribution of the frequency of responses to each goal statement. That is, we are telling you how many respondents answered in each category, i.e., how many strongly agreed, agreed, etc., that the particular statement should be a goal for a library self-review program. These are the numbers that appear above the letters SA A N D SD on the right-hand side of your questionnaire.

If you responded to the second questionnaire, we have enclosed a copy of your response. Feel free to change any answers or to have them remain the same. We welcome your response to this third questionnaire whether or not you responded to the first two. Again, we would like to know whether you agree or disagree that each goal on the enclosed list is appropriate for a library self-review program such as the one we previously described to you. Please follow the same procedure--that is, circle the appropriate response and return the form to us in the enclosed, stamped, self-addressed envelope within one week. You may keep your prior response.

Sincerely yours,

Stuart H. Mann
Associate Professor of Operations Research
Co-Principal Investigator

Edward R. Johnson
Associate Librarian
Co-Principal Investigator

Carol Whiting
Graduate Research Assistant
Investigator

Name _____ Institution _____ Date _____

Make explicit the decision-making structure and process of the library, particularly as these are applied to cross-organizational decisions.	9 SA	11 A	4 N	2 D	0 SD
Clarify the library role in the university.	9 SA	10 A	5 N	1 D	2 SD
Assess roles of Senate Library Committee and Executive Committee for Libraries with library administration and other university administration.	0 SA	9 A	14 N	3 D	0 SD
Provide appropriate structures for staff involvement in formulating policy, operational planning, and budgeting.	10 SA	9 A	3 N	3 D	1 SD
Improve communication channels between the library and other parts of the university.	8 SA	12 A	5 N	2 D	0 SD
Identify long and short range plans.	11 SA	10 A	4 N	1 D	0 SD
Encourage and reward creative problem solving.	5 SA	13 A	4 N	4 D	0 SD
Supply guidelines for the use of funds in collection development.	5 SA	11 A	6 N	3 D	1 SD
Enhance the reputation of the library in terms of public relations.	2 SA	4 A	13 N	3 D	3 SD
Validate work standards and measurements.	4 SA	12 A	8 N	1 D	0 SD
Provide analysis techniques for judging a library's position in relation to national library resources.	3 SA	5 A	12 N	5 D	1 SD
Identify deficiencies or lacunae in the information management needs.	7 SA	16 A	1 N	1 D	0 SD
Redefine the mission and objectives.	7 SA	9 A	9 N	1 D	1 SD
Define the extent to which staff, faculty, students, administrators, and others participate in planning and decision-making.	9 SA	5 A	6 N	5 D	0 SD
Develop a matrix to describe personal and professional quality of individuals in leadership roles of the organization.	2 SA	12 A	6 N	4 D	2 SD
Identify communication problems and propose improvements.	13 SA	11 A	1 N	1 D	0 SD
Identify chief irritants in working environments and propose solutions.	8 SA	9 A	7 N	1 D	0 SD
Identify goals of the institution and identify areas in which these goals are not met and why.	9 SA	7 A	6 N	4 D	0 SD
Investigate functions of top management, assess them, and make recommendations for improvement.	10 SA	12 A	4 N	0 D	0 SD
Evaluate the organizational structure.	8 SA	13 A	2 N	2 D	0 SD
Seek new ways of evaluating performance and development of the staff.	8 SA	13 A	5 N	0 D	0 SD

Review the mission, objectives and goals of the library to see that they are written down, understood by the staff, accepted by the staff, and reviewed and updated on a regular basis.	10 SA	9 A	0 N	1 D	0 SD
Clarify the process for introducing change in the library.	6 SA	13 A	7 N	0 D	0 SD
Identify user needs and the extent to which they are being satisfied.	12 SA	11 A	2 N	1 D	0 SD
Improve communication between and within all levels of the library staff.	13 SA	13 A	0 N	0 D	0 SD
Improve faculty and student relations with the library.	5 SA	14 A	3 N	3 D	0 SD
Establish better credibility.	2 SA	7 A	11 N	4 D	1 SD
Develop a mechanism to assure implementation and continued review.	9 SA	17 A	0 N	1 D	0 SD
Establish the cost effectiveness of library programs.	9 SA	10 A	1 N	5 D	1 SD
Develop management alternatives.	3 SA	11 A	7 N	4 D	0 SD
Identify problem areas and develop methods to overcome obstacles.	9 SA	14 A	2 N	1 D	0 SD
Provide analysis techniques for measuring the success with which the staff and the organizational pattern of the library are able to exploit the collection in order to serve users.	7 SA	8 A	8 N	3 D	SD
Identify what the review is expected to accomplish.	14 SA	5 A	4 N	1 D	0 SD
Create better working relationships and build up trust.	8 SA	10 A	2 N	4 D	0 SD
Identify and define goals of the total library program.	11 SA	11 A	2 N	1 D	0 SD
Seek suggestions for changes in programmatic operations.	5 SA	12 A	7 N	2 D	0 SD
Seek new ways of evaluating performance and development of services.	4 SA	17 A	2 N	3 D	0 SD
Identify environmental pressure within and without which affects activities.	1 SA	15 A	9 N	1 D	0 SD
Create reliable measuring device for testing the collection effectiveness.	1 SA	15 A	3 N	4 D	0 SD
Increase staff input into the decision-making process.	6 SA	12 A	5 N	3 D	0 SD
Formulate recommendations and establish priorities and time frame for the review.	7 SA	13 A	4 N	0 D	0 SD
Establish standards for organizational performance.	6 SA	12 A	6 N	2 D	0 SD
Investigate how career paths, promotions, salary increases and continual education can encourage and develop library staff.	9 SA	11 A	4 N	1 D	0 SD
Identify strengths and weaknesses of the institution.	9 SA	14 A	4 N	0 D	0 SD

Establish a program for periodic review of the organization and functions of the library.	9 SA	16 A	1 N	0 D	0 SD
Identify information needed for a statistical monitoring system for library managers.	5 SA	11 A	8 N	3 D	0 SD
Improve understanding of relationships of library areas.	8 SA	15 A	3 N	0 D	0 SD
Identify sources of management and employee conflicts.	8 SA	18 A	1 N	0 D	0 SD
Develop or review the performance evaluation system.	4 SA	16 A	5 N	1 D	0 SD
Write a report of the findings.	8 SA	11 A	3 N	0 D	1 SD
Develop a broadly shared and comprehensively articulated conception of the purpose of the library.	9 SA	10 A	7 N	1 D	0 SD
Study costs and benefits.	4 SA	10 A	7 N	4 D	1 SD
Create an atmosphere of dialogue.	8 SA	12 A	3 N	0 D	1 SD
Establish uniformity of policies.	3 SA	12 A	6 N	2 D	1 SD
Identify users of the institution.	5 SA	14 A	8 N	0 D	1 SD
Develop a feeling of "team" and "team work."	6 SA	12 A	7 N	0 D	1 SD
Develop, clarify, and specify objectives for the library as a whole and all the major departments and units.	9 SA	14 A	4 N	0 D	0 SD

Figure 12. *Letters and Fourth Round Questionnaires sent to Participants and Non-Participants in MRAP.*

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Dear Participant:

We appreciate your response to our third questionnaire concerning library self-review programs. The enclosed questionnaire is the final one which you will receive. In this round, you will find fewer goals as we have eliminated some statements based on a predetermined decision rule (the statements about which there was significant agreement among participants will, of course, be included in our final list of goals). Again we have included a distribution of the frequency of responses to each goal statement.

If you responded to the third questionnaire, we have enclosed a copy of your response. Feel free to change any answers or to have them remain the same. We welcome your response to this final questionnaire whether or not you responded to the previous ones. Again, we would like to know whether you agree or disagree that each goal on the enclosed list is appropriate for a library self-review program such as the one we previously described to you. Follow the same procedure--that is, circle the appropriate response and return the form to us in the enclosed, stamped, self-addressed envelope within one week PLEASE as we are facing a deadline. Do not forget to write in your name and institution. You may keep your prior response.

Sincerely yours,

Stuart H. Mann
Associate Professor of Operations Research
Co-Principal Investigator

Edward R. Johnson
Associate Librarian
Co-Principal Investigator

Carol Whiting
Graduate Research Assistant
Investigator

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Name	Institution	Date				
Determine the extent of acquisition and use of non-printed materials in the library.		9 SA	13 A	2 N	0 D	0 SD
Determine effectiveness of communications and management information system.		2 SA	20 A	2 N	0 D	0 SD
Develop realistic recommendations for improvement when disparities and deficiencies are found.		4 SA	16 A	1 N	3 D	0 SD
Reexamine library policies or expose their absence.		6 SA	17 A	0 N	0 D	1 SD
Describe the structure and functions of each department and division of the library.		5 SA	15 A	0 N	3 D	0 SD
Improve communication between library administrators and staff.		11 SA	12 A	1 N	0 D	0 SD
Determine the level of job satisfaction expressed by the staff of the library.		8 SA	13 A	2 N	0 D	0 SD
Identify mode of library communication and its effectiveness.		5 SA	16 A	2 N	0 D	1 SD
Determine resources available to the library.		3 SA	12 A	3 N	4 D	0 SD
Acquaint staff with new management techniques.		0 SA	20 A	1 N	3 D	0 SD
Determine whether organizational structure of the library is designed to produce the most effective results.		5 SA	7 A	7 N	3 D	1 SD
Establish relationship of library objectives to overall university directions.		12 SA	7 A	1 N	3 D	1 SD
Determine the relationship between the library's resources and the library's task.		11 SA	13 A	0 N	0 D	0 SD
Review organizational structure to insure that it is logical and efficient.		5 SA	14 A	2 N	2 D	0 SD
Develop criteria by which effectiveness can be measured.		5 SA	14 A	1 N	2 D	0 SD
Identify strengths and weaknesses of managerial structure.		3 SA	20 A	0 N	1 D	0 SD
Seek effective vertical and horizontal communications.		3 SA	17 A	2 N	1 D	0 SD
Identify management style.		3 SA	14 A	2 N	5 D	0 SD
Determine if the library has an effective public relations program.		7 SA	15 A	1 N	1 D	0 SD
Develop staff awareness of the mission and objectives.		6 SA	12 A	1 N	5 D	0 SD
Determine the efficiency of the organization of the library in relation to its resources and tasks.		9 SA	9 A	2 N	4 D	0 SD
Change organization and resource allocation to fulfill the objectives of the library.		7 SA	8 A	4 N	5 D	0 SD

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State overall goals and objectives in written form.	2 SA	13 A	2 N	4 D	0 SD
Define and suggest improvements of the products of the library.	3 SA	13 A	3 N	4 D	0 SD
Determine if library has an effective information program for patrons.	3 SA	16 A	0 N	3 D	0 SD
Clarify objectives in order to improve library services.	6 SA	16 A	1 N	0 D	0 SD
Evaluate staff attitudes toward jobs.	6 SA	13 A	3 N	0 D	1 SD
Establish a mechanism for generating individual unit goals and objectives as well as operating policies.	8 SA	16 A	0 N	0 D	0 SD
Improve staff understanding of the way the library functions.	3 SA	12 A	5 N	2 D	0 SD
Replace internal dissonance with internal harmony.	3 SA	18 A	0 N	1 D	1 SD
Determine the allocation of effort to the self-evaluation and to the normal duties of the members of the study team.	9 SA	12 A	1 N	2 D	0 SD
Analyze current and future trends affecting libraries.	5 SA	16 A	1 N	2 D	0 SD
Evaluate leadership of the library through all supervisory levels and make recommendations for improvement.	8 SA	11 A	2 N	3 D	0 SD
Establish a time-table for evaluating the results of recommendations.	3 SA	12 A	6 N	1 D	3 SD
Determine the extent to which the organizational structure defines lines of supervision and reporting relationships.	8 SA	13 A	1 N	2 D	0 SD
Provide procedures for regular evaluation of the library.	3 SA	16 A	3 N	1 D	1 SD
Develop staff expertise and experience in group processes, problem-solving, decision-making, recommending, and reporting.	4 SA	17 A	2 N	0 D	0 SD
Coordinate staff and administration efforts in determining library priorities in short and long-range planning.	4 SA	11 A	5 N	3 D	0 SD
Improve service to the patrons.	4 SA	17 A	2 N	1 D	0 SD
Emphasize the pivotal position of the research library in the institution.	8 SA	12 A	2 N	2 D	0 SD
Determine amount of staff involvement in the decision-making process.	4 SA	17 A	1 N	0 D	2 SD
Recommend steps to improve management of the library in organizational practices, formulation of policy, long-range planning, leadership, staff, development, and personnel administration.	3 SA	9 A	7 N	3 D	1 SD
Create a more efficient and effective organization.	6 SA	13 A	3 N	2 D	0 SD
Provide a balance between experienced personnel and trainees.	8 SA	16 A	0 N	0 D	0 SD

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Dear Participant:

We appreciate your response to our third questionnaire concerning library self-review programs. The enclosed questionnaire is the final one which you will receive. In this round, you will find fewer goals as we have eliminated some statements based on a predetermined decision rule (the statements about which there was significant agreement among participants will, of course, be included in our final list of goals). Again we have included a distribution of the frequency of responses to each goal statement.

If you responded to the third questionnaire, we have enclosed a copy of your response. Feel free to change any answers or to have them remain the same. We welcome your response to this final questionnaire whether or not you responded to the previous ones. Again, we would like to know whether you agree or disagree that each goal on the enclosed list is appropriate for a library self-review program such as the one we previously described to you. Follow the same procedure--that is, circle the appropriate response and return the form to us in the enclosed, stamped, self-addressed envelope within one week PLEASE as we are facing a deadline. Do not forget to write in your name and institution. You may keep your prior response.

Sincerely yours,

Stuart H. Mann
Associate Professor of Operations Research
Co-Principal Investigator

Edward R. Johnson
Edward R. Johnson
Associate Librarian
Co-Principal Investigator

Carol Whiting
Carol Whiting
Graduate Research Assistant
Investigator

SHM/se
Enclosure

Name _____ Institution _____ Date _____

	SA	A	N	D	SD
Seek new ways of evaluating performance and development of the staff.	3	13	2	1	0
Develop a mechanism to assure implementation and continued review.	10	9	0	0	0
Develop a feeling of "team" and "team work."	5	8	6	0	0
Improve communication between and within all levels of the library staff.	12	6	0	0	0
Identify users of the institution.	1	10	7	1	0
Identify what the review is expected to accomplish.	14	3	2	0	0
Identify chief irritants in working environments and propose solutions.	6	10	1	1	1
Create reliable measuring device for testing the collection effectiveness.	2	12	2	2	1
Validate work standards and measurements.	3	8	5	2	1
Establish uniformity of policies.	2	8	8	0	0
Create an atmosphere of dialogue.	4	12	1	1	0
Establish standards for organizational performance.	0	13	5	1	0
Identify goals of the institution and identify areas in which these goals are not met, and why.	7	8	3	1	0
Provide appropriate structures for staff involvement in formulating policy, operational planning and budgeting.	10	8	0	1	0
Provide analysis techniques for measuring the success with which the staff and the organizational pattern of the library are able to exploit the collection in order to serve users.	6	6	4	2	1
Write a report of the findings.	7	7	4	0	0
Improve understanding of relationships of library areas.	4	15	0	0	0
Review the mission, objectives and goals of the library to see that they are written down, understood by the staff, accepted by the staff and reviewed and updated on a regular basis.	9	10	1	0	0
Identify and define goals of the total library program.	7	10	1	1	0
Identify user needs and the extent to which they are being satisfied.	7	11	0	0	1
Define the extent to which staff, faculty, students, administrators and others participate in planning and decision making.	4	8	4	2	1

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Evaluate the organizational structure.	5 SA	11 A	3 N	0 D	0 SD
Study costs and benefits.	3 SA	5 A	8 N	2 D	1 SD
Redefine the mission and objectives.	2 SA	8 A	6 N	2 D	1 SD
Seek new ways of evaluating performance and development of services.	3 SA	11 A	1 N	3 D	1 SD
Identify long and short-range plans.	8 SA	10 A	0 N	1 D	0 SD
Investigate functions of top management, assess them and make recommendations for improvement.	8 SA	8 A	3 N	0 D	0 SD